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ABSTRACT

The purpose of the conference was to review the development of education in Africa since the Conference of Ministers of Education held in Nairobi in 1968; to study the present trends in education in the region and the problems raised by the renewal of educational systems, giving due consideration to social, economic, and cultural development needs; and to define the problems calling for priority treatment and to establish guidelines for activities in the field of educational development and renewal, both at the level of the member states and in the framework of regional and international cooperation. The General Report and the reports of the two commissions, and the declarations, resolutions, and recommendations adopted by the conference are presented. The appendixes contain the conference agenda, opening and closing speeches, and related information. (Author/IRT)

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Conference of Ministers of Education of African Member States

organized by Unesco
with the co-operation
of OAU and ECA

Lagos (Nigeria)
27 January - 4 February 1976

FINAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SUMMARY

In pursuance of resolution 1.111 (a) (ii) adopted by the General Conference at its eighteenth session (October-November 1974), the Conference of Ministers of Education of African Member States was organized by Unesco with the co-operation of the Organization of African Unity and the United Nations Economic Commission for Africa.

The purpose of the Conference was to review the development of education in Africa, since the Conference of Ministers of Education held in Nairobi in 1968; to study the present trends in education in the region and the problems raised by the renewal of educational systems, giving due consideration to social, economic and cultural development needs and in the context of life-long education; and to define the problems calling for priority treatment and to establish guidelines for activities in the field of educational development and renewal, both at the level of the Member States and in the framework of regional and international co-operation.

The General Report and the Reports of the two Commissions and the Declaration, resolutions and recommendations adopted by the Conference, appear below.

ED/MD/41
Paris, 14 June 1976

LIST OF OFFICERS OF THE CONFERENCE AND COMMISSIONS

PRESIDENT

H. E. Lt.-Col. (Dr.) Amadu A. Ali
Federal Commissioner for Education (Nigeria)

VICE-PRESIDENTS

The Hon. Mr. Advertus Hoff
Minister of Education
(Liberia)

H. E. Dr. Mostafa Kamal Helmy
Minister of Education
(Egypt)

The Hon. Dr. Zachary T. Onyonka, M. P.
Minister of Education
(Kenya)

S. Exc. le Commandant Arouna Idrissa
Ministre de l'Education nationale
(Niger)

S. Exc. M. l'Ingénieur Mario Cabral
Ministre de l'Education nationale et de la culture
(Guinée-Bissau)

S. Exc. M. Artémon Simbananiye
Ministre de l'Education nationale
(Burundi)

The Hon. Mr. J. R. L. Kotsokoane, M. P.
Minister of Education
(Lesotho)

S. Exc. le Capitaine Vincent Guezodje
Ministre de l'Education
(République populaire du Bénin)

RAPPORTEUR-GENERAL

Professor N. O. Anim
Director-General, Ghana Education Service (Ghana)

COMMISSION I

Chairman

Mr. Tawfig Ahmed Suleiman
Director of Planning and Research
Ministry of Education
(Sudan)

Vice-Chairman

S. Exc. le Professeur Bruno Rakotomavo
Commissaire permanent auprès du Conseil Suprême de la Révolution
(Madagascar)

Rapporteur

M. Aimé Damiba
Directeur du Service de la planification de l'éducation
(Haute-Volta)

COMMISSION II

Chairman

Le Professeur Boumbeira Alassounouma
Directeur de l'Institut pédagogique national
(Togo)

Vice-Chairman

Mr. A. M. B. Clarke
Permanent Secretary
Ministry of Education
(Gambia)

Rapporteur

M. Bouzid Hammiche
Directeur général
Ministère des Enseignements primaire et secondaire
(Algérie)

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Organization and scope of the Conference

1. The Fourth Regional Conference of Ministers of Education of African Member States was held in Lagos, Nigeria, from 27 January to 4 February 1976, with the Government of Nigeria acting as the generous host. It was organized by the United Nations Educational, Scientific and Cultural Organization in co-operation with the Organization of African Unity and the Economic Commission for Africa.

2. The Conference, convened in accordance with programme resolution 1.111 (a) (ii), adopted by the General Conference of Unesco at its eighteenth session, had the following terms of reference:

(i) to review the development of education since the Conference of Ministers of Education held in Nairobi in 1968;

(ii) to study the present trends in education in the region and problems raised by the renewal of education systems, giving due consideration to social, economic and cultural development needs and in the context of life-long education; and

(iii) to define the problems calling for priority treatment and to establish guidelines for activities in the field of educational development and renewal, both at the level of the Member States and in the framework of regional and international co-operation.

3. In accordance with the decisions of the competent organs of Unesco, 39 African Member States of Unesco and one Associate Member were invited to participate in the Conference. Thirty-eight of these sent delegations making a total of 146 delegates; the Conference was also attended by 33 observers from other African States, non-African Member States and the Holy See as well as by 16 representatives of organizations of the United Nations system and by 48 observers from intergovernmental and non-governmental organizations and foundations.

Preparation of the Conference

4. The present Conference was the fourth in a series of which the first was held in Addis Ababa (1961), the second in Abidjan (1964), and the third in Nairobi (1968). These regional conferences have progressively fostered as well as deepened initiatives for regional co-operation in the planning of educational development. The Addis Ababa Conference therefore deserves credit for having initiated the regular exchange of views on educational policies and strategies as well as on broadening regional co-operation.

5. In preparing for the Conference, Unesco organized a meeting of experts in May 1975 at the Unesco Regional Office in Dakar. Four experts from four geographical sub-regions of Africa plus the representatives of the Organization of African Unity and the Economic Commission for Africa took part in the preparation of the main working papers for the Conference.

6. In the light of the suggestions and recommendations of the experts meeting, the Unesco Secretariat prepared for the Conference the main working document entitled "Education in Africa: evolution, reforms, prospects" (ED-76/MINEDAF/3). In addition, ten reference documents were prepared covering various aspects of educational development in Africa since the Nairobi Conference, including a reference document contributed by the Economic Commission for Africa examining the manpower development implications of the New International Economic Order for educational development in Africa (ED-76/MINEDAF/REF/8) and a paper on "Innovations in African education" (ED-76/MINEDAF/REF/4).

7. Further to the resolution of the General Assembly of the United Nations 2738 (XXVI), 1971, and in pursuance of resolution 1.111 (a) (ii) adopted by the General Conference of Unesco at its eighteenth session, Unesco convened in Paris from 8 to 16 September 1975 a Meeting of Senior Officials of the Ministries of Education of the Twenty-Five Least Developed Countries, to identify the major education problems in these countries in the light of their social, economic, and cultural development needs. Sixteen of these countries are in Africa. The final report of this meeting was therefore submitted to the Conference as one of the reference documents (ED-76/MINEDAF/REF/10).

Opening of the Conference

8. The opening ceremony of the Conference took place at 11 a.m. on 27 January 1976 at the National Arts Theatre, Lagos, in the presence of Lt.-General Olusegun Obasanjo, the Chief of Staff of Supreme Headquarters, on behalf of the Head of State.

9. In his inaugural address, the Chief of Staff, Lt.-General Olusegun Obasanjo, stated that Nigeria had made significant strides in the field of education which were in accord with the spirit of the development strategy of the Federal Military Government. The Third National Development Plan was built on the philosophy that for development to be meaningful, it should involve the whole community. Education, the speaker emphasized, was an investment in human resources as an instrument in nation-building. It was on this premise that the five-year educational programme had been adopted. The most significant scheme and the most far-reaching for the future was the one to provide free universal primary education on a nation-wide basis by the next academic year, and to make primary education compulsory. The Federal Military Government was also expanding opportunities in secondary, technical and university education, in non-formal education, adult literacy, correspondence education and vocational training.

10. Mr. Amadou-Mahtar M'Bow, Director-General of Unesco, in his opening speech recalled that the Lagos Conference was a continuation of what could already be termed the tradition of Conferences of African Ministers of Education. This tradition started with the Addis Ababa Conference held in 1961, which adopted the plan of African educational development referred to as the Addis Ababa Plan. He recalled that the Nairobi Conference held in 1968 coincided with an upheaval in the eduational systems of certain countries which appeared to many observers to be a world-wide phenomenon resulting from a crisis of society. By its very nature and function, education formed an integral part of society. The prodigious expansion of science and technology, without precedent in human history, rapid industrialization, and the contacts between individuals, societies and cultures which modern communication media make possible, were continually transforming the conditions of man's life and the values on which it is based, and calling them into question depending on the countries' social systems, educational and cultural institutions, etc.

11. Since the Nairobi Conference, the African States had made considerable efforts to further extend and improve education. Education in Africa had in the main developed along two converging lines: an increase in educational opportunities and improvement in the quality of education provided. African States continued to work towards the Addis Ababa targets and particularly the target of universal primary education which is a precondition for any effective application of the right to education. The achievements as well as strategies of educational development in the various countries of Africa continued to vary considerably. One of the essential characteristics of educational development since the Nairobi Conference, was the number and variety of educational innovations which draw their inspiration from African traditions and contribute to an authentically African form of educational thinking. Identifying a major conclusion which could be drawn from the overall results of the last few years, and bearing in mind on the one hand the firm determination of African governments to make education available to the masses that wanted it but were still deprived of it, and on the other hand the constraint imposed by the resources available, the Director-General went on to clarify the concept of basic education, which had occasionally given rise to misunderstandings. The term "basic education" should denote an initial phase or basic cycle of education. Here the principal idea was to replace the criterion of duration by that of a phase of education which would, as far as possible, be common, to individuals of different ages. The object of this phase would be not only to provide all the basic knowledge but also to inculcate the attitudes, values and skills which people needed both in order to realize their potential as individuals and to be able to take an active part in the advancement of their community. The Director-General then underlined the importance of promoting African languages as languages of instruction and stressed the necessity of fitting the various innovations within the framework of a coherent reform. The major objectives of these reforms should be further democratization of education and its relevance to working life. The attainment of this aim might be further facilitated by strengthening regional co-operation in the field of education. International co-operation, remaining essential as regards material resources and intellectual exchanges, should be fundamentally reconsidered. Concluding his speech, Mr. Amadou-Mahtar M'Bow stressed once more the validity of priority for education if a juster society and objectives of development were to be ensured.

12. Addressing the Conference, the representative of the Secretary-General of the Organization of African Unity, H.E. Mr. Noureddine Djoudi, indicated that in the struggle waged by Africa to reinforce its independence, education, which colonialism had always refused to Africans, was undeniably the key to the future of the continent. Although OAU was preoccupied mostly with the problem of decolonization, it had not neglected problems of education, realizing that true independence presupposes the decolonization of men's minds. The fundamental principles of an authentically African system of education should include the democratization of education, universal access to education, its fundamental reform and use of national languages. OAU paid attention, said the speaker, to such problems as cost of education and resultant budgetary implications, emphasis on education in rural areas, promotion criteria, educational innovations and planning of the educational reforms.

13. Addressing the Conference, the Executive

Secretary of the Economic Commission for Africa, Dr. Adebayo Adedeji, emphasized that a distinguishing feature of this Conference was that it was taking place at a time of challenge for a new ordering of international economic relations and for a new strategy for development. Education, being one of the principal components of the input required for self-reliance and self-sustaining growth, had two aspects: education for innovation and innovations in education. The speaker expressed a firm conviction that, in the not too distant future, Africa, the continent with the highest degree of illiteracy, would become a continent where education would not be a privilege but a right. Education systems which were relevant and development-oriented were keys to Africa's future progress in all fields of human endeavour.

14. In his address to the Conference, Dr. Mohi Dine Saber, Director-General of the Arab Educational, Cultural and Scientific Organization, thanked Unesco for inviting his organization to participate in the Conference. Education, he said, has a crucial rôle to play in national development and liberation from foreign cultural values. In educational fields, he pledged the firm support of his organization for consolidating inter-African and Arab State relationships in many of its programmes. Lastly, he cherished the hope that greater co-operation with Unesco would be realized in the future.

Work of the Conference

15. At the conclusion of the opening ceremony, the heads of delegations held an information meeting to confer among themselves on the elections to the Conference. Thereafter, the Conference assembled in a plenary meeting.

At the proposal of the head of the delegation of Ghana, the Federal Commissioner for Education of Nigeria, The Honourable Lt.-Col. (Dr.) A. A. Ali, was elected President of the Conference by acclamation.

16. Thanking the Conference for electing him President, the President underlined that the intention of the Government of Nigeria was to build a "just and egalitarian society and the country's educational policy is geared towards the achievement of that objective".

17. Under agenda item 3, the Conference adopted its Rules of Procedure (ED-76/MINEDAF/2). Under agenda item 4, the Conference elected unanimously as its Vice-Presidents: The Hon. Mr. Advertus Hoff, Minister of Education (Liberia), H. E. Dr. Mostafa Kamal Helmy, Minister of Education (Egypt), The Hon. Dr. Zachary T. Onyonka, M. P., Minister of Education (Kenya), H. E. Commandant Arouna Idrissa, Minister of National Education (Niger), H.E. Engineer Mario Cabral, Minister of National Education and Culture (Guinea-Bissau), H. E. Mr. Artémon Simbananiye, Minister of National Education (Burundi), The Hon. Mr. J. R. L. Kotsokoane, M. P., Minister of Education (Lesotho), H. E. Captain Vincent Guezodje, Minister of Education (Benin). Professor N. O. Anim (Ghana) was elected Rapporteur-General.

18. The Conference then adopted its agenda (ED-76/MINEDAF/1) and decided to establish two commissions. Acting as a joint commission, the Conference unanimously elected Mr. Tawfik Ahmed Suliman (Sudan) as Chairman of Commission I, and H. E. Mr. Malou (Togo) as Chairman of Commission II.

19. The Steering Committee of the Conference was thus established, consisting of the President, eight Vice-Presidents, the Rapporteur-General and the Chairmen of the two commissions.

20. Commission I was assigned to consider agenda items 8 (Problems raised by the renovation of educational systems) and 9 (Innovations and planning of reforms in Africa). Commission II was to consider agenda item 10 (Basic education and mass education in support of development). The two commissions considered the agenda items assigned to them on Thursday, 29 January through Saturday, 31 January 1976 and on Thursday, 29 to Friday, 30 respectively, and adopted their reports on Tuesday, 3 February 1976.

21. The Conference examined in plenary session item 7 of the agenda (Review of the educational situation in Africa since the Conference of Ministers held in Nairobi (1968)) on Tuesday, 27 and Wednesday, 28 January, and item 11 (Regional and international co-operation: objectives, ways and means) on Monday, 2 February 1976.

22. At its final plenary session, held on Wednesday, 4 February 1976, the Conference took note of the reports of the two commissions. The Rapporteur-General then presented the draft final report, which the Conference examined, as well as the draft recommendations (by the plenary sessions and the two commissions), the draft resolutions and the draft declaration. These drafts, some of which have been slightly amended, are reproduced in Part III in their final form. Lastly, the Conference unanimously adopted its report.

Closing session of the Conference

23. In his closing speech, Mr. Amadou-Mahtar M'Bow, Director-General of Unesco, thanked the authorities and the people of Nigeria for their warm welcome and their contribution to the organization and the smooth running of the Conference; he also thanked OAU and ECA for their collaboration, which he hoped would be strengthened, in accordance with the wishes expressed at the meeting. After noting that it was the first time that so many countries had taken part in a conference of that type, the Director-General, speaking on behalf of all, thanked the representatives of those African States which were participating for the first time in a conference of Ministers of Education for their very clear statements, rich with a wealth of experience which had been acquired through suffering but looked forward courageously to the future. He then paid tribute to the patience, skill and tact with which H. E. Lt.-Col. A. A. Ali, Nigerian Federal Commissioner for Education

and President of the Conference, had endeavoured to bring the different points of view together in order that the spirit of tolerance, mutual understanding and solidarity for which Africans yearned should prevail throughout the Conference.

24. The Director-General went on to say that there was no doubt that the special character of the Conference could be ascribed primarily to the nature of the problems of education in an Africa faced with unexpectedly rapid and far-reaching changes. After calling attention to the moderation and calm which had marked the discussions and the lucidity of the analysis of shortcomings and of the search for new ways to enable education to take firmer root in the realities of African life and serve the advancement of its peoples, the Director-General welcomed the considerable convergence of points of view which had led to the adoption in plenary session of all the recommendations and resolutions and the declaration by a general consensus. The thinking of the Conference had also coincided to a great extent with that of the Unesco Secretariat and was in accord with the thinking of the international community as a whole, which Unesco did its best to heed in order to steer the course of its activities for the benefit of Member States. The educational innovation and reforms introduced in Africa during the last few years were part of an overall effort whereby, after an often radical rethinking of out-moded educational systems ill-adapted to their concerns, the countries of Africa wanted to start building on new foundations. All these reforms were designed to translate into educational terms the overall objectives assigned to education by the political, economic, social and cultural options adopted by African governments. They all converged towards three main objectives - democratization, cultural identity and development - which were moreover closely bound up with each other. The search for cultural identity was an essential prerequisite if education was to be made compatible with the aspirations and the situation of African peoples, and would thus seem to be the precondition for true democratization. Furthermore, the return to the traditions of the peoples of Africa which that search implied formed an integral part of the effort to build modern societies. The combination of these elements constituted the principle of relevance which should be embodied in the new educational systems. Continuing, the Director-General argued that accordingly the aim was no longer merely - and this seemed to represent a decisive step forward - to abandon an elitist conception of educational systems, nor even merely to make education generally available, but to make it the driving force which would impel a people forward towards its destiny, a destiny which it worked out for itself and in which it endeavoured to give substance to its own image.

25. The Director-General considered it was significant that the Conference had revealed basic agreement on an essential option, in the achievement of which basic education accordingly appeared as one way of bridging the gulf between education, which had all too long been cut off from the community, and the world of work. Hence the conception of basic education, as precisely formulated by the Conference, was inseparable from the ideal of democratization and the implementation of the right to education, the right of the learner to take his place in the community which constituted his natural environment, and from the requirements of development. The discussions had made it clear that co-operation should be given a clearer, concrete expression by means of intellectual exchanges at regional level: the similarity of situations and cultures, and the convergence of aspirations made possible a profitable comparison of experiences, reforms and innovations already accomplished, with a view to learning from them and avoiding wasteful experimentation where conclusions had already been reached. The Director-General took note with satisfaction of the desire expressed by the Conference to involve Unesco closely with all these activities, and said that he was encouraged by the various recommendations which had been made for developing the activities and strengthening the rôle of the Unesco Regional Office for Education in Africa.

26. In conclusion, Mr. Amadou-Mahtar M'Bow said that the possibility of creating a world where there would be more justice and greater solidarity, activated by international co-operation and inspired by the principles of a new international order, would enable Africa to develop itself to the full and to enrich that world by contributing its own genius. By steering the education of the young people of the continent on the dual course of affirmation of national identity and closer and more fraternal exchanges between all peoples, the Conference would have rendered a service to Africa and to the international community as a whole.

27. Eight heads of delegation then spoke in succession to thank the Nigerian authorities again, and to summarize their initial impressions of the Conference.

28. H.E. Lt.-Col. A.A. Ali, Nigerian Federal Commissioner for Education and President of the Conference, found the results of the Conference's efforts, made in a team spirit and in a shared determination to find solutions to the present-day challenge of the advancement of education in Africa, very satisfying and encouraging. He added that it was perhaps too early to judge the results of the Conference, and even more premature to assess its impact on the future of education in the continent, but suggested that, judging by the results of its deliberations and the recommendations and resolutions adopted, it could in all humility be said that the Lagos Conference of Ministers of Education would go down as a landmark in the history of Member States seeking solutions to common problems in spite of their varying backgrounds and circumstances. The spirit of the Conference had greatly strengthened the solid foundation of continental co-operation which was the sine qua non for the fulfilment of the educational, economic and cultural programmes of the countries of Africa. The momentum of Lagos had to be maintained if Africa

was to translate into action the recommendations and resolutions adopted by the Conference. That action should not be confined to bemoaning the colonial legacy, but should be geared towards achieving the promise of the future through self-reliance and mutual support. In conclusion, the President of the Conference said that independence should be interpreted as conferring on Africans the right to be the arbiters of their own fate. He ended by expressing his appreciation and gratitude to the Director-General of Unesco and to his staff for the solid work accomplished since the Nairobi Conference.

29. Before the President declared the meeting closed, the Conference adopted by acclamation the following motion, proposed by the delegations of Algeria, Mali, Lesotho, Ghana, Ivory Coast, Senegal, Mauritania and Cameroon, and supported by all the heads of delegations.

Closing motion

The Conference,

Meeting in Lagos (Nigeria) from 27 January to 4 February 1976, at the invitation of the Nigerian Government,

Appreciating the facilities which the authorities of the Federal Republic of Nigeria have placed at its disposal and the friendly welcome of the Nigerian people,

Expresses its gratitude to H. E. General Murtala R. Muhammed, Head of State and Commander-in-Chief of the Armed Forces of the Federal Republic of Nigeria, and to his Government and people who have made all the arrangements necessary to ensure the success of the Conference, and also to Lieutenant-Colonel Dr. Amadu A. Ali, Federal Commissioner for Education, and his colleagues for the part they have played in the work of the Conference.

DEVELOPMENT OF EDUCATION IN AFRICA SINCE THE CONFERENCE OF NAIROBI (FROM NAIROBI TO LAGOS)

1. The Nairobi Conference of Ministers marked a turning point in the development of education in Africa. Although the Addis Ababa Plan contained recommendations concerning educational planning, the reform of the educational systems of African countries at various levels, and the expansion of adult education, there is no doubt that, in the following years, greater attention was paid to the quantitative targets of enrolment to be achieved in 1965-1970 and 1980. The Nairobi Conference recognized that the majority of African countries had not reached the targets fixed at the continental level for the period of the short-term plan (1961-1965) and, in particular, that for many of them free and universal primary education in 1980 did not appear to be a likely prospect. The review and discussion of the situation by the Conference revealed that one of its causes was to be found in the high rates of wastage which in turn reflected certain shortcomings and inadequacies of educational systems. Since qualitative improvement appeared to be a prerequisite of quantitative expansion, the Nairobi Conference laid fresh and increased emphasis on the quality of education. It made recommendations and adopted resolutions concerning the reform of primary education with special reference to its rôle in rural development, stressing the importance which it should receive although the priority accorded to secondary education should be maintained. Other recommendations were made with respect to science teaching at the second and third levels, the development of scientific research institutions, prerequisites in general education for scientific and technical education, and vocational and technical education.

2. The Lagos Conference of Ministers of Education of African Member States provided an opportunity for reviewing achievements and trends in the development of education in Africa between 1968 and 1976. The review confirmed the validity of the analysis made by the Nairobi Conference and the need for coupling efforts towards quantitative expansion with vigorous strides in the direction of qualitative improvement.

3. Steps already taken by many governments, however, indicate that the latter notion is now viewed in a much broader and more comprehensive context and that a fundamental reappraisal of educational systems is now taking place in most African countries. This naturally applies to the newly independent countries which have recently joined the group of African Member States participating in the implementation of the Addis Ababa Plan or which had attended the Nairobi Conference.

4. From Nairobi to Lagos, African governments have continued to devote considerable proportions of their financial resources to education, which often absorbs 20 to 25 per cent of their public expenditures, and in a number of cases over 30 per cent of the total budget. This financial effort which had been expected to reach its limits has in fact gathered fresh momentum in recent years. Between 1960 and 1972 the average percentage of the gross national product allocated to education in 44 African countries rose from 2.8 to 4.7 per cent, increasing by nearly 50 per cent a year more than the GNP. The greater part of these expenditures of course, served to finance the numerical growth of education systems and considerable progress in enrolment figures and enrolment rates have been recorded. Between 1965 - which in many countries was the last year for which statistical data were available at the time of the Nairobi Conference - and 1975, the total figure for enrolment at the three levels of education increased from 25,263,000 to 42,032,000 and primary school enrolment in the same period increased from 22,345,000 to 34,855,000. This shows that, in pursuance of the recommendation made by the Nairobi Conference, considerable importance has been attached to primary education. Yet, as a result of the pressure exercised on educational systems by the rate of population growth, which has now reached 2.9 per cent - the highest in the world - this growth has neither prevented an increase in the number of children of 6 to 11 who are not at school, nor an increase in the gap between Addis Ababa targets and actual figures of enrolment. Children who have no access to school or who have dropped out prematurely are in great danger of joining the ranks of illiterates whose number had increased by 19,000,000 between 1961 and 1970, in spite of a significant decrease in percentage.

5. This quantitative review of the present

situation reveals not only achievements and shortcomings, but also growing gaps between the 44 countries of Africa concerned. This is due partly to disparities in resources and initial situations and also partly, and perhaps more significantly, to differences in policies. The latter factor is in itself encouraging, since it shows that the future of educational development is largely determined by the decisions of the governments concerned. It is also evidence of the extent to which in recent years, educational development has been rethought and reoriented in the context of the goals and aspirations of the countries concerned.

6. Educational development is no longer seen in isolation as it is clear that many educational problems have to find their solution outside the boundaries of the educational sector. The prerequisites of educational development are not only of an economic, social and cultural nature, but also of a political nature. Conversely, education is an important factor in economic, social and cultural development, and has a rôle to play on the political scene; and governments are well aware of its rôle in liberating countries from colonialism or from its consequences, such as cultural alienation. The progress of national education systems is also affected by political and economic developments at the international level; and the present economic situation characterized by inflation, unstable and unsatisfactory terms of trade, and recession has hit hardest countries most lacking in financial resources. Education can make an important contribution towards the establishment of a new economic order; but in turn educational progress, particularly in the developing countries of Africa, would require the establishment of a new style of economic relations to bring about more justice and greater co-operation between nations.

7. Many African countries, therefore, have undertaken to relate the aims of their educational systems to the political, economic, social and cultural aims set out in their national policies. A remarkable consensus was noted in the Lagos Conference.

8. Education is seen as a powerful factor in the establishment of democracy and it is defined in relation to the type of man which it is expected to shape: a man who will be deeply rooted in the cultural traditions of Africa, and in the African environment, aware of his political and civic responsibilities; of his duties to his family, and prepared to play a useful rôle as a producer and as a citizen in the economic and social development of the community.

9. It is clear that educational strategies are being designed which, through different ways and means, reflect a variety of situations, political choices, and availability of resources. These are all aimed at achieving the same purposes; giving access to education to all; eliminating or reducing disparities between the various parts of the country, between social groups, between men and women; relating education to the world of work, to manpower requirements, to the environment, to the culture and values of the community.

10. Generalized access to education for most governments implies the expansion of primary education since school continues to be regarded by the majority of countries as an essential educational agent - although its functions and rôle should be redefined. Certain countries endeavour to generalize access to the first three or four years of primary education in the first phase, whereas others give priority to increasing the number of years of primary schooling offered. In other countries, the duration of primary school has been reduced owing to financial constraints. Certain newly independent countries with high rates of illiteracy and low rates of enrolment combine priority to primary education with that accorded to adult education. The eradication of illiteracy remains a crucial problem in vast areas of the continent.

11. The strategies followed for generalizing access to education seem to reflect differences between the various groups of countries in terms of prospects of providing universal primary education. Many governments which realize that the date for achieving this purpose is still remote, feel that the youth or the adults who have not attended school, or have not benefited from adequate schooling should receive, through different modes of delivery, basic education common to all and to which every individual is entitled. This should help all to develop their own potentialities as human beings and also help them to play useful rôles as producers and as citizens. Such basic education, however, may be extended in the school or out of school. Although it may represent the maximum which governments can offer to all at a given time, it should not be seen as an inferior substitute with which the greater number will have to be contented, but as an initial phase in the perspective of life-long education. Basic education should make it possible for every individual, when circumstances permit, to build upon the basis of essential knowledge, attitudes, values and skills obtained in this initial phase.

12. The vast majority of African countries have already attacked the problem of supplementing and articulating school education with various types of adult and out-of-school education. Efforts have been made to train adult educators, to develop adult education curricula, and to establish organs or boards for the co-ordination of adult education activities. People's centres for education, youth centres, centres for "rural education and handicrafts" (centres d'éducation rurale et artisanale) have been set up. Youth training schemes and national civic services for participation in national development have been created. Provision has been made for school leavers who cannot continue their studies and are not in a position to find productive employment. In many cases the school becomes a community centre which caters for the needs of both children and adults. In other words, many African countries are engaged in the process of rethinking educational structures so as to make them more complete, more flexible and to combine in innovative and imaginative ways school and out-of-school

education. They use each mode of delivery where it can discharge an educational function most effectively, mobilizing and redeploying educational resources for greater efficiency.

13. The trend towards more complete educational structures is also illustrated by special emphasis on, and increasing provision for, the education of handicapped children even in countries in very different circumstances. In a number of countries, pre-school education has received equally serious attention.

14. The reform of educational structures thus serves the purpose of offering education to all in ways that will be suited to the requirements, interests and motivations of various age groups or socio-professional categories. Certain components are developed or new types of education are invented as may be necessary. This is an attempt to adapt the educational system to its main functions: integrating the individual with the community and the environment, equipping him for productive work and for active participation in the transformation and progress of the community, and in rural development. The school in many countries opens its doors wide to the community. Many activities of universities and other higher education institutions are also directed towards the community; courses are revised in the light of community needs and growing importance is attached to such subjects as agriculture, technology and linguistic studies in African languages. Applied research is emphasized.

15. The reform of educational structures therefore appears as an aspect of the effort to make educational systems more relevant. This concern is naturally also reflected in the reform of educational contents. Many countries continue to emphasize the rôle of mathematics and scientific subjects in the curriculum. Some have introduced technology as a new subject and expanded vocational and technical education courses, while several stress the need for disposing of the tight partition between general education, on the one hand, and vocational and technical education, on the other. Certain countries are interested in changing the ratio of practical to theoretical content in favour of the former. Several countries gave a practical bias to their curricula. In some countries, education in the theory and practice of co-operation, health and nutritional education have been introduced. In some cases, the teaching of agriculture is compulsory at all levels and rural crafts have become part of the curriculum. In many instances, the introduction of productive work in the curriculum seems to constitute a more decisive innovation. The rationale for productive work in the curriculum is not merely concern for the development of certain skills for employment. Productive work also has pedagogical and ethical merits; it associates the student with the vital activity of the community, basic to its development, and at the same time abolishes the dividing line which artificially separates study from manual work. In other countries the introduction of productive work is seen as a means of contributing towards the financing of the school. In so far as education prepares for citizenship and participation in the development of the community, the importance given by many countries to civic education in the curriculum also appears justified.

16. The relevance of content of education is also sought in relation to the cultural environment of the child. Many curricular activities indicate a new tendency towards tapping the resources of African traditions, and the use of African languages as languages of instruction. The latter is already enforced in a number of countries as well as advocated by most others. In addition to the merit of eliminating psychological traumas and blockages entailed by the premature use of a foreign language as a vehicle of instruction, the use of African languages appears as an irreplaceable means of conveying values and attitudes which are components of the cultural heritage of the community. The introduction of African languages as languages of instruction is therefore a decisive move towards ensuring greater relevance of educational content in African countries.

17. The training of educational personnel has continued to receive considerable attention during the last few years. Many countries still suffer from a shortage of qualified teachers. While primary school teachers are all African in the majority of countries, expatriate teachers continue to be used in a number of cases, particularly in science and mathematics, and training courses in these subjects have been organized. Efforts have been made everywhere to raise the standard of teacher training.

18. The upgrading and retraining of teachers is a major preoccupation in most African Member States. In-service courses, radio and television programmes and correspondence courses are frequently used for this purpose. The need is greater where teachers have been trained through emergency programmes. This also obtains in the newly independent countries which have to employ personnel with low levels of qualifications in order to give access to education to the greatest possible number as rapidly as possible.

19. The reform which has taken place in a number of educational systems, the new rôles of education, the adoption of new types of education and of innovative modes of delivery have caused many countries to undertake the retraining of teachers for their new rôles and the training of new categories of personnel. The teacher has to develop into, or make room for, a new type of educator who will be a community leader, an "animateur" who will establish direct links with the community and various social groups, will provide career guidance and information on many aspects of modern life, will promote a scientific approach to life and to the environment and will establish with the learner a relationship based on exchange and mutual respect.

20. It will be seen from the nature of the debates that the Lagos Conference, like others which have taken place on similar occasions, reflected the trends which have been observed

on the educational scene in Africa. The time is past when governments feel that educational development can be achieved through the numerical expansion of enrolment in institutions of a conventional nature which would reproduce and perpetuate the aims, content and programmes inherited from the previous generation, and from the colonial past. What is now at stake, and under way, is a fundamental rethinking of educational systems so that they can mould the African man of tomorrow, rooted in the culture of his continent but prepared for participation in the building of a modern and prosperous Africa, contributing towards the establishment of the new world order with the rest of the international community. In order to achieve this formidable task, all African countries feel that they require closer co-operation with each other, which will enhance the exchange of their experiences and innovations, and an increasingly concerted and common approach to educational development.

21. In conclusion, the debates on trends and developments from Nairobi to Lagos seem to have identified certain issues which African governments may wish to explore further in the coming years, with the co-operation of Unesco and other agencies concerned.

22. There may be a need for further definition of the aims of education in relation to national policies, and to the political, economic, cultural and social conditions and requirements of African countries.

23. A second issue is the need to develop new educational strategies which, in the light of specific conditions and resources, will be aimed at achieving: the democratization of education through generalized access to education; equal chances of success; economic development; cultural identity. These strategies should also enable the African countries to contribute significantly towards a new economic order, international understanding and peace.

24. Closely related to this issue is the reform of educational structures. This should be more complete and more flexible, and should ensure the redistribution of resources between, and the articulation of, school and out-of-school education, reconcile the terminal function and the preparatory rôle of each level and type of education in the perspective of life-long education, and establish closer links between education and the community as well as with the world of work.

25. It would seem that a similar effort should be pursued to reform educational content as a means of ensuring greater relevance to the natural and cultural environment, closer relations with the world of work, better preparation for citizenship and active participation in change, cultural identity, the understanding of major world problems and international co-operation.

26. Teacher training, not only for overcoming shortages and for upgrading, but also for the training of various categories of educational personnel and of new types of educators, as well as the retraining of teachers in view of their new rôles, would appear to be an area requiring special attention.

27. It would also appear that increased expenditure on, and attention to, the development of research on the above range of issues as well as in the sciences of education in the widest acceptance of the term would be required.

28. Finally, a wide and systematic exchange of information on experiences and educational innovations, and more generally sub-regional, regional and international co-operation in all aspects of educational development, would seem to be an essential element of success in this undertaking.

REGIONAL AND INTERNATIONAL CO-OPERATION: OBJECTIVES, WAYS AND MEANS

The Conference of Ministers of African Member States, at its fifth and sixth plenary meetings on 2 February 1976, considered item 11 of the agenda: "Regional and international co-operation: objectives, ways and means". Most Member States and representatives of some international, governmental as well as non-governmental organizations participated in the debate, addressing themselves primarily to the problems and issues raised in Chapter 5 of the main working document, ED-76/MINEDAF/REF/3.

The main working document, which was highly appreciated by the Conference, outlined the principal achievements and shortcomings in regional and international co-operation in the field of education during the last 15 years.

29. Among the principal achievements, the following points were mentioned in the working document and elaborated upon in the discussions of the Conference.

However impressive external aid may be, there is a growing awareness in Africa that the main thrust of the effort will none the less still have to come from the African States themselves. And for that effort to be fully productive, it seems essential that it should form part of a system of close, effective regional co-operation in order to maximize the use of human and financial resources.

The framework for regional co-operation as regards financing has been established in the form of such organizations as the African Development Bank.

The infrastructure for such co-operation is already available in the form of the OAU, ECA, the various specialized regional bodies, the Association of African Universities, the Unesco Regional Office for Education in Africa and many others.

30. A revamping of international co-operation, based hitherto on the notion of transfer of technical assistance as providing the solution

to all problems, must be reviewed from the vantage point of philosophy, based strictly on the premise of national sovereignty. It was on the basis of this principle that the Conference discussed various ways and means in which regional and international co-operation in the field of education might be strengthened, intensified and better adapted to the policies and requirements of the respective countries, as well as better suited to the purpose and spirit of a new economic order.

Problems and shortcomings

31. The Conference noted that regional and international co-operation in education, although not unimportant in monetary terms since the Nairobi Conference in 1968, had failed to produce adequate results. In the debate that followed, many delegates examined the problems, that have kept the returns expected from regional and international co-operation below expectations.

32. For regional co-operation, some delegates noted that the bodies set up in Africa to enhance co-operation between African countries in the field of education had not been sufficiently known to the African Member States, and consequently they could not take full advantage of these bodies. It was therefore recommended that the Unesco Regional Office for Education in Africa (BREDA), in co-operation with OAU and ECA, should conduct periodic surveys of organs of co-operation existing in Africa in the field of education and make this information available to Member States.

33. Secondly, it was pointed out by many delegates that regional co-operation among African States had to rely again on non-African sources of finance. A pertinent example which was frequently cited was the case of the Association of African Universities. Although this Association is made up of 53 African universities, it has been mainly sustained by American, Canadian and other agencies while African countries have, by and large, been very tardy in making their contributions.

34. Aware of the fact that the AAU at present depends very heavily on non-African sources for its funds, the Conference was very anxious that the balance should shift as early as possible to African sources of aid. This would not preclude aid from any other sources from being tapped, so long as the AAU does not depend on such sources either solely or primarily for its existence.

35. With regard to international co-operation, a number of problems were raised:

(a) Some members felt that the recipient countries did not have sufficient control over the international contributions. An example given was the fact that generally speaking, National Directors of Unesco/UNDP projects are not fully associated with the decisions regarding the utilization of the external aid component of the projects. It was therefore suggested that the resources allocated to projects should be jointly controlled by the Chief Technical Advisers and National Directors of the projects.

(b) One other shortcoming of international co-operation was that dual administration tends to develop for the same project. The Chief Technical Adviser of projects has a separate administrative machinery from that of the national staff. This is expensive and confusing.

(c) It was also pointed out that international assistance made in a non-convertible currency limited the markets in which equipment and materials could be purchased. Such a situation does not enable recipients to obtain the best value from the assistance provided.

(d) Furthermore, it was noted that many projects lost about 50 per cent of the original funds allocated to them owing to inflation and devaluation. This is aggravated by the time-lag between the time of request for, and receipt of, such aid. As a result, some projects are able to achieve the planned target to only a limited extent.

(e) It was stated that many experts did not integrate with the local teams. In the case of one research project, for example, the experts worked on their own, possibly in order to show what they are able to achieve as individuals. And since they had not worked closely with local teams of researchers, the end result was that a vacuum was created as soon as the experts left. It was then suggested that international organizations should revise their criteria for assessing experts by examining their overall performance as members of an integrated team with local staff in Member States.

(f) Thirdly, some members were of the opinion that assistance to education had become in many cases an instrument for supporting external models of development on the assumption that education models are transferable.

36. It was the feeling of some of the Member States that foreign assistance was unnecessarily expensive because of the foreign experts component. The view was expressed that many national experts could be employed for the cost of one foreign expert, who is invariably not well acquainted with the national problems. It was therefore suggested that it should be possible to employ national experts from the project's funds.

37. Related to this problem is the question of training of national counterparts. It was pointed out that for relevance and in terms of cost it would be more profitable to train national counterparts within the country. With regard to project equipment utilization, it was then recommended that such equipment should be made available to all the project staff, both international and national.

New perspectives of regional and international co-operation

38. Besides the problems and shortcomings of the existing practices in international co-operation considered above, certain fundamental issues were noted by the Conference.

39. Fundamental to the solution of the problems of international co-operation is the common stand on the New International Economic Order taken by the developing countries of Africa, particularly on foreign aid. This stand makes African States place a great value on co-operation among themselves as they have generally similar economic, cultural, political and social backgrounds.

It can thus be very advantageous for them to co-operate more closely among themselves.

40. And, as the Director-General of Unesco pointed out in his opening address to the Conference, Africa has now gained in self-assurance and has many educational achievements to its credit and is thereby already in a position to train its own specialists in growing numbers. It is considered that African countries now possess a greater capacity for achieving their objectives through regional co-operation. There are strong cultural as well as economic and even political arguments for this, since such co-operation will make the best use of resources which are often geographically close together and are still underused, and will strengthen the unity of the continent to which these countries attach so much importance.

41. The debate also showed that Member States appreciated the aid which they have received from international sources, both multilateral and bilateral. Most members, however, noted that foreign experts are usually the most expensive component of educational aid. In this connexion, it was further noted that the greatest concern of African States since the Nairobi Conference has been to harmonize their educational systems with the economic, social and cultural environment, and since Africans are in a better position fully to grasp the socio-economic and cultural problems of Africa, they are therefore best placed to make the most valuable contributions towards the solution of existing major educational problems in Africa.

42. Many members, although acknowledging that international aid has played an important rôle in the development of education since the Nairobi Conference, pointed out that it was becoming increasingly clear that, however generous the contributions of countries friendly to Africa, and however active the assistance of international organizations might have been, it would unfortunately seem imprudent, given present trends in the international situation, to expect any marked rise in the financial aid that Africa could obtain from external sources in the coming years.

43. Thus, while it was felt that there was still an urgent need for strengthening international co-operation and ensuring that the existing shortcomings were removed in order to enable Member States to obtain the optimum benefits from any given international assistance, many delegates stressed the need to give priority to regional co-operation. And if such effort is to be fully productive, it seems that it should form part of a system of close, effective co-operation which will ensure the optimum use of human and financial resources.

Areas of priorities

44. In considering possible ways of reinforcing regional and inter-regional co-operation, it was emphasized that efforts should be made to strengthen existing structures and facilities for regional and sub-regional co-operation. Co-operation, it was noted, should not always be conceived in terms of new structures. Consequently, priority should be given to identifying national and international institutions that have the capacity to expand and serve regional needs and to seek additional resources for strengthening their programmes.

45. Secondly, emphasis should be put on regional co-operation projects, since new sources of finance such as the Lomé convention could be tapped for this type of project. It was considered advisable, therefore, to select a few priority multinational projects and request Unesco, OAU and ECA to find sources of finance.

46. In the field of regional and sub-regional co-operation, another priority area is at the level of higher education. The high cost of higher education calls for the full use of facilities and greater co-operation among African countries in the form of exchange of university staff, offering training opportunities to nationals of fellow African countries in areas of crucial importance to national development; exchange of information and documentation. The importance of co-operation in research, particularly in the domain of applied linguistics leading to the standardization of orthography and the codification and unification of languages, with a view to promoting national languages as languages of instruction, was also emphasized.

47. The establishment of educational industries for the production of educational equipment and material to reduce costs of imported ones was also listed as a priority area for regional or sub-regional co-operation.

48. The Conference felt that regional co-operation would be greatly strengthened through periodic meetings of educational policy-makers at regional and sub-regional levels.

Unesco co-operation

49. Introducing projects for Unesco co-operation, some delegates indicated that they would like to place on record their appreciation for the work being carried out by the Organization and all its staff.

50. They then went on to request that Unesco should help carry out many projects, including the following:

(a) Unesco, in collaboration with OAU, ECA, UNIDO and other appropriate international organizations, was requested to undertake a study of the feasibility of establishing an African regional research centre for the study, adaptation, development and promotion of technology specifically appropriate to the development needs of African countries.

(b) Unesco was requested to promote, at the regional level, the collection and dissemination to Member States of information on educational innovations.

(c) Unesco was further asked to create a printing press and other printing facilities at the sub-regional level.

(d) Unesco was asked to assist in the formulation, promotion and financing of a proposed African curriculum organization for greater

regional co-operation in curriculum reform and renovation of school curricula.

(e) In the field of regional co-operation it was recommended that Unesco in collaboration with OAU, ECA, the Association of African Universities and other international agencies arrange seminars or conferences on the sub-regional and regional levels to consider the theme of education and the New International Economic Order.

51. Before the sixth meeting of the plenary adjourned, the Director-General of Unesco addressed the Conference on some of the problems raised with regard to item 11 of the agenda. He appreciated the high quality of the debate which had given a clear direction on the forms which the Member States would like regional and international co-operation to take.

52. When dealing with the question of Unesco/UNDP assisted projects, he reminded the Conference that he had earlier pointed out some difficulties in this field. In his opinion it depended not only on Unesco but also on the Member States to rectify these anomalies. First of all, at the time of project preparation, Member States should make sure that the nature of the project, the phases of implementation and conditions relating to the type of experts (national or international), fellowship component and materials needed were clearly specified in the project document, to conform with the wishes of the government. This was the way that national sovereignty over national projects could be exercised.

53. The Director-General further stated that it was up to governments to take the necessary steps to correct the problem of dual administration of projects. In fact, during project formulation, governments could indicate whether or not they need the services of the Chief Technical Advisers.

54. In addition, he remarked that project equipment must be fully utilized for the projects. He agreed with the view that training national counterparts within the country is more beneficial to the nation if conditions permit.

55. With regard to the selection of experts, he assured the Conference that Unesco would continue to submit for the government to choose from, candidates of various nationalities; and it was up to these governments to give their preference to Africans.

56. Lastly, the Director-General informed the Conference that according to "the new dimensions in technical co-operation" approved by the Governing Council last year, UNDP can finance local (national) inputs including the use of national expertise, and the designation of a national institute or other body as the executing agency with UNDP financing. The same is true of equipment. The condition is that these activities must remain technical co-operation activities and not investment activities. The new policy is to use whatever inputs (national or international) yield the best results. The "UNDP financed projects" are national projects assisted by UNDP, and do not have an independent standing of their own.

COMMISSION I

The Commission met from 29 January to 3 February 1976 under the chairmanship of Mr. Tawfig Ahmed Suleiman (Sudan). At the first meeting H.E. Professor B. Rakotomavo (Madagascar) was elected Vice-Chairman, and Mr. A. Damiba (Upper Volta) was elected Rapporteur, both unanimously.

The Commission examined items 8 and 9 of the agenda and then adopted this report.

INTRODUCTION

1. The Commission unanimously acknowledged the excellence of the working document prepared for the Conference by the Unesco Secretariat. This document analysed in depth the main problems encountered by African countries in the course of changes which are now occurring in their educational systems.

2. It seems necessary, by way of introduction to this report, to point out that this process of change takes numerous forms and varies in magnitude as regards its duration, its intensity and the ground it covers, so much so that the terms renovation, innovation and reform do not always relate to the same phenomenon.

3. Renovation may be a matter of endeavouring to right the various imbalances which occur in an educational system faced with pressing demands. The term innovation suggests action on specific points, the repercussions of which on the system as a whole vary in scale. But there comes a time when public opinion comes round to the conception of building a new society, a society of political liberation, cultural renaissance and autonomous development for the individual, and the all-round welfare of all citizens; in the context of education, this means reform.

4. The present position in Africa comprises various situations, a common feature of which is the presence of a series of problems to be solved, which were discussed under item 8. and a series of conclusions to be drawn with regard to the process of reform, which were discussed under item 9. The two parts of this report are based on these two items.

PROBLEMS RAISED BY THE RENOVATION OF EDUCATIONAL SYSTEMS

5. Among the numerous problems raised by change in education, discussion in the Commission laid particular stress on two types of question - questions relating to ends and questions relating to means - which are common to all forms of change in education.

New objectives

6. It is an acknowledged fact that the educational systems left over from the colonial period do not correspond to the political options of the new African States, to their geographical, physical and human situations, to their cultural traditions, to the requirements of development, or to their resources. This raises the problem of the need to make education more relevant to the African national context. Education for whom, and for what purpose?

7. In order to answer these questions, a detailed study needs to be undertaken on the existing educational system and on society as a whole, in order to determine the exact nature of the relationship between education and society so as to make them a driving force in the process of social transformation.

8. The renewal of education is an eminently political decision which stems from the option that each individual country adopts with regard to the form of the society of the future and the type of person whom education should produce. In order to attain objectives in this field, it is important to try to end the social and economic isolation of the school.

Dissociation from life and the effort to make education more relevant

9. In this process, three seminal ideas need to be followed up:
the linking of school and the community;
the linking of school and working life;
the strengthening of the African cultural identity.

The linking of school with life, or the integration of the school with the environment, means trying to make the school a motive force in the grass-roots community. The school should not be a foreign body within the community but an emanation of it, organizing itself steadily for the community's development. This requirement, which should be reflected in its activities and in its physical appearance, also entails the linking of education with work.

10. Work is an essential component of development, and the African of the future must be a worker, a producer. These concepts were downgraded in the imported school and the new school must reinstate them in a place of honour. The incorporation of manual work into education therefore has an educational significance, as it is by producing that a pupil learns to be a producer within a community itself committed to the effort of production.

11. But there is also a wealth which is not material, and the school must help to create it. Just as the imported school was a powerful instrument of cultural alienation, so the new school must contribute to the strengthening of African cultural identity. The fundamental vehicle of the culture of a people is its language, and this is why the use of African languages as instruments of education must be given high priority. The various countries which have made courageous political decisions in this sphere are now reaping the benefits in the form of a genuine democratization of education, the effective cultural liberation of their peoples and a greater impact by education on economic development. In these countries, the return to the unique cultural characteristics of Africa in art education has not precluded an appreciation of other, foreign cultures nor an appreciation of cultural values of universal significance. The dual objectives of cultural identity and international understanding come together in a respect for the different cultures which, with their own specificity and authenticity, each have an equal claim to dignity.

12. In different parts of Africa today, the school incorporating productive work, the school contributing to the strengthening of African cultural identity and the school linked with the life of the community are becoming a reality, prefiguring the "learning society" advocated by the International Commission for the Development of Education, which represents the peak of achievement in the search for relevance in education. The universities have, however, a special rôle to play.

The contribution of universities and higher educational establishments to the national development of African countries

13. Being a part of the national educational system, the university must necessarily meet the criterion of relevance by integrating with the national community, by doing socially and economically productive work and, finally, by making the maximum cultural impact. To the criterion of relevance should also be added the criterion of excellence, for the university has a leading rôle to play in society in training high-level national cadres, in assimilating and disseminating knowledge and skills, and in creativity in the fields of science and culture, and this rôle is inseparable from access to political and economic independence.

14. It is in response to this imperative need that there has been an increase in the number of institutions of higher education, in accordance with the many recommendations on this subject. The most recent of these, adopted by the Conference of Ministers of African Member States Responsible for the Application of Science and Technology to Development held at Dakar in 1974, encourages the African countries to accord "the highest priority to the creation or strengthening of national universities".

15. The university is also a socio-economic entity which should be integrated with the overall development of the country and it should therefore develop and improve increasingly complex structures designed to enable it to play a highly diversified rôle.

16. Faced with the questions involved in change in education, African universities should buckle down to a certain number or urgent tasks. For example, the universities should be assigned the job of carrying out research on the introduction of the most appropriate techniques into the educational systems and their application in the African countries.

17. (1) Universities have a rôle to play in promoting the use of national languages in education. (2) Universities should undertake studies on the African child and his environment in order to get a better understanding of his learning process. (3) Universities should carry out the evaluation which is so essential in the processes involved in the renewal of the content of education.

The question of means

18. The relevance of African education is a matter of determining suitable objectives on which curricula, teaching methods and teacher training are contingent. But in order to attain the objectives set, there are two essential factors to be considered, namely the promotion criteria and financial constraints.

Promotion criteria

19. Educational advancement means being able to continue to benefit from the support and facilities afforded in various forms by the educational system to acquire further education and qualifications. In existing educational systems, where progress is linear and continuous, advancement may be slowed down by the repeating of classes, diverted into shortened courses leading nowhere else, or halted by failure or dropping out, all on the basis of teachers' assessments or promotion examinations. An attachment to these systems completely distorts the objectives of a new education. What is needed, therefore,

is a reform of the system of assessment, marking and examinations, in addition to a reform of content.

20. The experience of several countries shows that this involves great difficulties: some are the result of the many impediments created by the community, which is too accustomed to a hierarchical structure based on academic criteria, while others result from the inherent difficulty of finding a system of assessment for a training system that is entirely new and far removed from conventional models. It is difficult to cover practical activities, productive works, artistic creation, social value and militancy in any system of assessment. Furthermore, a strictly national system of assessment raises problems of international comparability and equivalence.

21. Confronted with all these problems, the various countries are trying to improve their present assessment systems by introducing new paramaters into them. But, in point of fact, is not the problem of assessment attenuated in a system of education which places greater emphasis on collective advancement than on the selection of individuals?

Financial constraints

22. Some States devote as much as 30 per cent of their total budget to education, and in many cases the rate of increase in the education budget has been twice that of the national budget. The salaries of teachers account for as much as 70 per cent of the total expenditure on education and it is generally admitted that teachers are poorly paid. It is within the context of these constraints that States should maximize quantity and quality in order to provide a new mass education.

23. In order to escape from the vicious circle which creates situations where some countries are too poor to extend their systems of mass education and the uneducated masses are unable to produce enough for their own development, various countries, with a view to relevance, are increasingly choosing to link education with production. The educational institutions that undertake production activities are expected to be self-financing to an increasing degree. Numerous examples prove that schools can produce the goods, but precautions still need to be taken in order to find the best distribution of time as between teaching, theory and practice. Furthermore, the school's productive activity should dovetail with the local economic structure. Even the assumption that school and production should be linked implies a considerable investment in the initial phase which is not always easy to come by.

24. A number of proposals have been made regarding measures to lighten the financial burden of education on national budgets, such as having the local communities be responsible for elementary education. Another way is to employ simple educational technologies using local resources.

25. African co-operation and external aid may also help to overcome cost constraints.

INNOVATIONS AND PLANNING OF REFORMS IN AFRICA

26. An examination of all the problems that need to be solved in the process of the renewal of educational systems leads to certain general conclusions regarding the innovations and reforms now under way in Africa. The lessons which can be drawn from examination of item 9 of the agenda concern, firstly, the nature of the process of reform and, secondly, the implementation and planning of reform operations.

The nature of the reform process

27. Since the national system of education and training is one and indivisible, any relevant and far-reaching innovation, regarded as a deliberate effort to improve one of the components of the education system, thus implies, in the shorter or longer term, the acceptance of overall reform. Thus, countries which adopt a step-by-step approach will be confronted by the same kind of problem as those experienced by countries which have opted for a simultaneous operation on all fronts at once. This being the case, change in education, whether it be in the form of far-reaching innovation or of extensive reform, is pre-eminently a political choice entailing a process of democratic participation.

28. The delegates to the Conference drew attention to the fact that different countries' experiences in this respect are very varied: whether the reform is implemented in the heat of the moment as a logical consequence of the victorious struggle for national liberation or of an important political change, or in a cool and level-headed manner, it is always undertaken by the highest political authorities, and that is an essential precondition for its success. This political will for reform is the first criterion of capacity for change. The national ideology sets the stage and creates an atmosphere conducive to the development of reform as a democratic process.

29. In all those countries where reforms are currently in hand, there exists machinery for the participation of the various strata of the population from the first moment when the needs make themselves felt. Large-scale surveys and national reform commissions are justified by the need to involve everyone whatever his place in the social pyramid.

30. Resistance to change comes, indeed, from the minority, which is afraid of losing its privileges and also, in some cases, from the majority, who may fear that, under the guise of innovation, second-rate forms of education will be thrust upon them, as has often occurred in the past. In all cases, countries feel the need to maintain a constant flow of information and persuasion to promote the taking of educational

decisions because they are of fundamental importance and commit society for a considerable period of time ahead.

The conduct and planning of reforms

31. The reform of education is not merely a political operation but is also a comprehensive long-term project the control of which requires all the technical instruments of future research, forecasting and programming. In order to make a success of all these phases of the planning process, it is essential to have competent staff and specialized institutions available.

32. When the necessary political impetus is given for the reform of education it becomes necessary for educational personnel to be able to translate overall objectives into operational objectives and to organize the facilities required to achieve them. This requirement entails the training of specialists in various fields; it also entails maintaining a constant flow of information to all the educational personnel whose close participation in all reform activities, such as the preparation of curricula, textbooks or new methods, will be a pledge of their success. For all these training tasks, Unesco's activities at the level of its Regional Offices and at the level of the International Institute for Educational Planning should help to reinforce and supplement the efforts by individual countries and inter-African co-operation.

33. But irrespective of the important training tasks entailed by educational reform, there are a number of multiple tasks which induce States to set up institutions suitable for the carrying through of educational reform.

34. Institutions of this kind provide the logistical support for the reform and its introduction in the field. This applies to the national education institutes established in certain countries for the purposes of training educational personnel, carrying out curriculum research and development, producing teaching materials and aids, seeking new educational technologies and evaluating education systems, curricula, etc.

35. The creation of such institutions calls for highly qualified staff as well as the earmarking of large-scale financial resources. Despite the sacrifices which these institutions represent, each country should make an effort to provide itself with them for the sake of the effectiveness of its reform and in order to create a link in an inter-African exchange network for educational innovation and reform.

CONCLUSION: Inter-African co-operation should be intensified

36. The process of innovation or reform is under way in each country of the continent. Despite the differences which are emerging between countries and regions, the basic problems of a type of education which is quantitatively inadequate and qualitatively cut off from the environment in which the people live subsist and constitute a factor making for unity and solidarity, a unity and solidarity which will become positive if all innovations and reforms converge to swell the movement to build in Africa a type of mass education which will have emancipating effects at the political, economic and cultural levels.

37. The establishment of an exchange network has emerged as a necessity in this connexion. Adequate means should be found and made available to the Unesco Regional Office for Education in Africa so that it can organize and give the lead to such a network, e.g. by publishing information, by means of exchange visits of experts and by meetings, all these activities being centred upon educational innovation and reform in Africa. Such an initiative would favour the emergence of an African expertise to serve Africa. For the OAU and the United Nations Economic Commission for Africa it would provide highly favourable conditions for strengthening their co-operation in the service of African education. The great interest which the Member States show in this project fully justifies the call for the widest possible international co-operation.

COMMISSION II

The Commission held four working meetings on Thursday, 30 and Friday, 31 January 1976 to examine item 10 of the agenda - Basic education and mass education in support of development - which corresponded to Chapter IV of the main working document (ED/76/MINEDAF/3). It held a final working meeting on the morning of Tuesday, 3 February, at which it adopted this report.

After opening the meeting and welcoming the delegates and observers taking part in the work of the Commission, Professor Boumbeira Alassounouma (Togo), Chairman of the Commission, suggested for the posts of Vice-Chairman and Rapporteur the following candidates, who were elected unanimously: Mr. A. M. B. Clarke (Gambia), Vice-Chairman, and Mr. B. Hammiche (Algeria), Rapporteur.

BASIC EDUCATION AND MASS EDUCATION FOR THE PURPOSES OF DEVELOPMENT

Preliminary considerations: Taking Chapter IV of the main working document (ED-76/MINEDAF/3) as a guide in its discussions, the Commission decided to rearrange the questions included in the annotated agenda (ED-76/MINEDAF/1 Add.) and to discuss the following subjects in succession:

(i) the proper content of basic education and the rôle that might be played by the mass communication media in its advancement;

(ii) the nature of the training to be given to educators and ways of continuing the training after basic education;

(iii) ways of trying out new ideas by organizing exchanges between the different regions of one and the same country and by promoting mutual assistance between countries.

These three topics were the subject of communications and statements as well as discussion, and the speakers' remarks relating to them or to subsidiary questions frequently made reference to national experiments and achievements.

I. THE CONTENT OF BASIC EDUCATION

(a) Basic education and mass education

1. In the context of scarcity which is a typical feature of the educational situation in most of the African States, and in view of the difficulties that those countries encounter in providing equal access to formal education for all children and in making sure that each of them succeeds in his or her studies, the concept of basic education has emerged as a way of overcoming the obstacles that impede the expansion of conventional education.

2. The effective generalization of what is acknowledged to be the inalienable right of each citizen calls for research and the use of new forms of education which are both better adapted and more efficacious, and at the same time less costly because they employ a whole series of procedures that facilitate the use of financial, material and human resources different from those used in conventional education systems.

(b) Basic education and life-long education

3. The concept of life-long education gives a stricter and ampler meaning to that of basic education in the sense that it introduces an idea of dynamism, adaptation and continual development directly drawn from the authentic values of African culture and also from the acceleration of world-wide scientific and technological progress.

4. Whilst life-long education is viewed as a frame of reference for thinking about the changes that need to be introduced in the structures, methods and content of educational systems, basic education emerges as the initial or fundamental phase of a highly complex process which subsequently continues and develops. Since it is intended to enable all citizens, whatever their age or sex, the social group to which they belong or the educational facilities to which they have access, to acquire not only skills but also attitudes, know-how and values, basic education should be able to contribute to the progress of the masses and offer them opportunities for further educational activities.

(c) Overall education and development

5. Basic education, in the fullest sense of the term, has the effect of linking formal and non-formal education in the framework of life-long

education and therefore calls for new types of relationship between the educational system and the environment. Already regarded as a powerful means of development, it should also be an instrument for authentic liberation - political, intellectual and psychological, cultural, scientific and technological.

6. By calling into question the content and methods of education, by putting into practice learning procedures that are directly linked to the environment in which the population lives and by incorporating suitable productive work related to study subjects, basic education, whilst developing the potential of each individual and basing itself on the use of national languages, should promote advancement as on the economic and material levels.

(d) Findings

7. Basic education is neither a second-rate version of formal education nor a remedial course to enable the traditional school's "rejects" to make up lost ground, nor is it to be seen as a revised or diluted version of adult education or a new informal system parallel to elementary education.

8. Drawing its inspiration from the latest developments in teaching and education, suitable for application both in and out of school, using direct methods as well as long-distance communication media, basic education should be adapted in its content to the nature and aspirations of its clients, whether they are children, adolescents or adults, and to the challenges of their living or working environment. This implies a diversification of curricula and a modification of the time-table, without affecting the unity of conception as regards the level and the quality of the goals to be attained.

II. TEACHER TRAINING

9. As this new view of the educational process involves far-reaching transformation in accordance with an overall conception of change, basic education calls for a redefinition of the status and responsibility of the teacher as well as of his qualifications and the conditions for in-service training.

(a) Initial training

10. Considering that the ultimate aim of teacher training needs to be changed, that the educator must acquire other skills and operate within a different framework in order, if necessary to serve a different "clientele" and that in accordance with the principles of life-long education and of the rapid evolution of techniques and knowledge, the teacher must not be considered to have been once and for all completely equipped for his task, there should be a radical reform of the institutions responsible for teacher training. The effects of such a reform will be as follows:

(i) to introduce basic notions concerning teaching and learning methods for use in adult education and to modify the nature of the relationship between teacher and taught;

(ii) to train the prospective teacher to carry out practical tasks connected with curricula which, because they are inspired by the concerns of the community, include some manual and vocational work linked with the world of work and with the economy;

(iii) to modify the administration, management and operation of teacher-training institutions in order to bring them into line with the tasks to be assigned to them;

(iv) to encourage, for a wide variety of reasons, the recruitment of prospective teachers in the area in which they will be required to serve.

(b) Continuous in-service training

11. Bearing in mind the methodological requirements inherent in the nature of traditional training and considerations associated with the desire for change, continuous in-service training should be provided for teachers, and service in the profession should be combined with the periodic updating of their professional knowledge and methods.

12. Refresher and specialization retraining courses should be conducted in a methodical way and at local level, with the assistance of training institutions, under the guidance of supervisory staff and with the support of the mass media.

13. Another effect of in-service training will be to make teachers more aware of problems relating to their profession, to motivate them and stimulate their interest in new methods and the new attitudes they are required to adopt.

(c) Other training activities

14. In the context of a basic education suitable for general application and made available to the whole population, material and financial considerations, combined with the principles of organization according to new patterns, make it clear that the educator on whom this work officially devolves will need to be supported, assisted, indeed perhaps replaced by other agents who must be informed and trained or given further training, viz.:

(i) instructors, particularly in rural areas and in industrial firms, who may be recruited among professionals and local craftsmen;

(ii) cadres and technicians, who should be teachers capable of transmitting their knowledge and passing on their skills to those around them;

(iii) national service conscripts and students or secondary school pupils;

(iv) officials with supervisory responsibilities in education at local, regional or even national level;

(v) senior administrators and cadres in other sectors.

15. Furthermore, considering that the conventional education systems give too much

importance to the acquisition of diplomas and degrees, special efforts need to be made to promote effective systems of evaluation and assessment.

(d) The mass media

16. As instruments ensuring wide coverage and dissemination, the mass media provide important and sometimes even indispensable support not only for the initial and in-service training of educators but also for teaching itself.

17. The most significant experiments, owing to difficulties resulting from geographical factors and other difficulties relating to regional development and the standards of living of the masses, tend to make particular use of radio, the press and correspondence courses, especially as regards education for illiterate adults, follow-up training for the newly literate, the dissemination of elementary scientific knowledge and the enrichment of popular culture.

18. The difficulties involved in the organization of distance teaching and in the monitoring and evaluation of its results make it desirable to organize group listening and to make every effort to solve the problems of the postal service and also to organize periodic get-togethers for the students under the guidance of qualified educators.

19. The rational use of radio and television broadcasting facilities may not only provide a means of improving the programme content of cultural broadcasts, but may also be of considerable help in the work of providing initial training, further training and guidance and encouragement for teachers.

III. EXPERIMENTATION AND EXCHANGES

20. As regards the promotion of new forms of basic education, experimental work should be conducted with all the care and safeguards which the quality of the individuals concerned demands. The exchange of information and the communication of conclusive results from one locality, region or even country to another may create a movement of emulation which could facilitate the action of the mass media. This being so, and in view of the fact that the programmes and content of education are drawn up on the basis of a context study and that the aim of basic education should be the acquisition of knowledge, attitudes and skills which are of direct use, the linkage between the centres in which innovative projects are being conducted may be of several different kinds. All of them can play a part in making it easier to solve such practical problems as the manufacture of classroom materials, the production of textbooks, pamphlets and newspapers and the purchase, at the lowest possible cost, of apparatus and other items.

21. Co-operation between African countries at regional and sub-regional levels may play a part in solving common difficulties with regard to the initial training, in-service training or specialization of cadres in various categories, the transcription and codification of national languages and the equipping and optimal utilization of available facilities.

III. DECLARATION, RESOLUTIONS AND RECOMMENDATIONS OF THE CONFERENCE

DECLARATION

The Regional Conference of Ministers of Education of African Member States, meeting in Lagos from 27 January to 4 February 1976, organized by the United Nations Educational, Scientific and Cultural Organization with the co-operation of the Organization of African Unity and the Economic Commission for Africa,

After examining the development of the educational situation in Africa since the Addis Ababa Conference of 1961 and the Nairobi Conference of 1968,

(i) Noting that the educational situation has developed in two complementary directions: there has been, on the one hand, an increase in educational facilities with a view to making education generally available and, on the other, an improvement in content, structures and methods,

(ii) Taking note of the considerable efforts which have been devoted to making education generally available and the noteworthy progress which has been achieved, without, however, making it possible to foresee for many years yet the realization of universal education in a great number of African States,

(iii) Noting that many and varied reforms of the educational process have been introduced, mainly since the Nairobi Conference, with a view to adapting education systems to development objectives, but that in most cases these reforms still do not proceed from an overall conception of change,

(iv) Conscious of the distance yet to be covered before education systems are fully adapted to aspirations, options and realities and also to the overall objectives of development,

(v) Bearing in mind the need to continue and intensify the efforts to promote education,

Adopts, this fourth day of February 1976, this declaration with a view to guiding the efforts of the African Member States and of the competent regional and international organizations.

1. BASIC PRINCIPLES

1.1 Since education is an inalienable right which all should be able to exercise, and since the resources available are of necessity limited in relation to the scale of the needs to be met, systems of education and training should be designed on a properly planned basis, intended for and equally well adapted to all individuals, whatever their age, sex, social and occupational status and wherever they live.

1.2 Since education is a determining factor in economic, social and cultural development, the systems and structures whereby it is provided should express the national political will, should be the subject of careful thought and should be closely linked with the other systems upon which development depends and with the local communities on which the full development of educational activity depends.

1.3 In the search for relevant solutions to the problems of the renovation of education in Africa, the similarity in nature or in intensity of the foreseeable difficulties and the similarity of the obstacles caused by the initial conditions and by the after-effects of colonialism should prompt the African peoples to concert their efforts in order to give each other mutual support at both sub-regional and regional levels. Intergovernmental and multilateral co-operation for basic thinking and research in education, for the planning and organization of education systems and for the definition of the most effective methods and contents is a strategic necessity upon which the exploitation by the countries of Africa of the experience acquired throughout the world is in great part contingent.

2. THE ULTIMATE AIMS, ROLE AND PURPOSE OF THE EDUCATIONAL PROCESS

2.1 The far-reaching changes, not to say radical transformations, which must be introduced into existing educational systems are becoming an urgent necessity. They stem from the new mission which those responsible for education in Africa intend to assign to education in order to strengthen their independence, to make good the deficiencies caused by colonialism and to promote an authentic, modern African society. In this innovative context which, in many cases, is revolutionary in character, education should not only be made responsible for passing on values and knowledge to the younger generations, but should also produce fully conscious citizens and future productive workers in a dynamic context; it should alter ways of thinking and attitudes among individuals and among groups in order to initiate the necessary social changes and to provide an impetus to change in the direction of progress, justice and liberty.

The tasks

2.2 In this context, the main tasks of education are:

(i) to educate the young while at the same time awakening in them a critical awareness of the status of their peoples and developing in each individual the values of work, progress, and the cultural values of their civilization;

(ii) to inculcate and strengthen patriotism and dedication to all causes which are in the national interest;

(iii) to promote the spirit of mutual understanding and readiness to fight for the ideals of peace and universal solidarity;

(iv) to dispense general scientific and technical knowledge so as to secure the advancement of the nation and to underpin the all-round development of society;

(v) to provide a new form of education so as to establish close ties between the school and work; such an education, based on work and with work in mind, should break down the barriers of prejudice which exist between manual and intellectual work, between theory and practice, and between town and countryside.

Practical objectives

2.3 In terms of practical objectives, all these tasks make it incumbent on African schools:

(i) to share in the work of raising the intellectual level of the whole of society and, to this end, to penetrate society wherever needed so as to be accessible to every individual regardless of sex, age, social or economic status or of the milieu from which the individual comes. This objective makes it necessary for education to use national languages as the vehicle of thought and of science and technology;

(ii) to contribute to the economic development of the country by producing the necessary quantity of cadres of appropriate quality needed by the nation;

(iii) to motivate young people and to enlist their energies to carry out major tasks of national importance;

(iv) to avoid creating dead-end situations which might be regarded by pupils and their families as constituting a source of injustice or as an impediment to the intellectual advancement of the masses;

(v) to democratize the structures as well as the content of education and to enable every individual who so requires and possesses the necessary potential to continue his vocational and cultural education in appropriate institutions and in appropriate forms;

(vi) to establish suitable links between education, training and employment activities, maintaining very close liaison with the environment or the local community as all-round development demands;

(vii) to devise effective methods for evaluating the results obtained and for pupil guidance.

The urgent needs

2.4 To achieve this end, education should be national and democratic, authentic and modern.

(i) The concept of democracy in education involves more than merely the idea of generalizing all or part of basic education, the ultimate aim of which is considered as being to provide children of a given age with elementary practice in using the instruments of conceptual thought.

(ii) The assertion of the national character of education does not conflict with a concern for suitability and flexibility arising from the variety, within one and the same country of the intellectual resources and challenges of the environment.

(iii) Authenticity and modernity in education are an effective combination for rejecting, at the level of institutions and at the level of content, imported patterns and ready-made formulae. The receptivity of educational systems and individual experience towards the universal heritage of knowledge as well as the harmonizing of educational institutions with the other national institutions on which development and progress depend are contingent thereon. They ensure intellectual and scientific independence, protect against alienation and subjugation, and facilitate dialogue on a universal scale in the spirit of the new international order.

2.5 These pressing requirements must be satisfied by the full and complete restoration of the national languages as languages of instruction. Whilst they correspond to the profound aspirations of the general public, and ensure for the present and the future the reconciliation that the African needs with his environment and his integration into society at large, they place the educational effort in a new dialectical relationship which ensures the dissemination of culture and knowledge in society and the intellectual emancipation of the community by the elimination of any élite status.

An approach of this kind should lead to the revival of the national languages as vehicles of scientific and technical progress; it will enable our societies, freed from all the effects of foreign domination, to contribute in their own unique way to the fruitful dialogue upon which the full development of the various civilizations depends.

This promotion of African national languages does not preclude, but on the contrary lends itself to a pragmatic and functional use of foreign languages for the purpose of fruitful exchanges on a basis of equality.

3. BASIC CHARACTERISTICS OF EDUCATION

3.1 Modern, authentic African education should be designed and practised in a context of permanence and continuity in which basic education can only be seen as the initial phase of a lifelong education, common to all and aimed at developing in each individual those aptitudes and behaviour patterns which will make him the active agent of his own future training and his constant intellectual advancement.

3.2 In order to achieve this, education should lead on to a vocational training in conformity with the needs of production. An introduction to the problems of management, administration and the organization of public activities should have its place in curricula, and educational activity should proceed in such a way as to enable the beneficiaries as a general rule to participate in the various phases of the educational process. The linking of the school with the environment provides safeguards for the improved functioning and efficiency of the educational apparatus. The establishment of this linkage calls for:

(i) a declaration that priority should be given to educational activities;

(ii) a reconsideration of the training requirements of educators and their rôle in the community;

(iii) the working out of new standards of administration and management, even to the extent of making each educational institution a production unit.

3.3 The adoption of such a policy presupposes the complete restructuring of the content of education and an adaptation of teaching methods as well as rates of activity. It presupposes, as early as the stage of fundamental or basic education, the use of curricula whose scientific and polytechnical nature should be evident from the interaction of education with its physical and social environment. It also implies the definition of a new rôle for higher education and scientific research at the three levels of training, research and production so that they may be based upon economic and social realities in order better to respond to the problems of development. This authentic, endogenous development should be capable of assimilating and adapting the most successful foreign experiments, while at the same time subjecting the premises for implementation and the results of the innovations undertaken to analysis and critical reflection.

4. CO-OPERATION IN EDUCATION

4.1 Bilateral and multilateral co-operation on three levels - sub-regional, regional and international - should be based on the achievements and readiness for change of the countries themselves, with a view to:

(i) facilitating communication and exchanges between educational authorities and specialists, so as to gain a better knowledge of experiments undertaken and so as to compare the action envisaged and the methods applied;

(ii) getting the maximum economic value from work being carried out in the field of training, further training and specialization by the African countries in their national training, study and research institutions;

(iii) co-ordinating and harmonizing programmes for the testing, manufacture and distribution of teaching aids and, more generally, a wide range of material for formal and non-formal education, in order to economize financial resources and make intensive use of available facilities.

4.2 For this purpose, an appropriate type of liaison network should be promoted and developed, linking the departments and individuals involved, at the conceptual, study and experimentation stages, with innovations in education. The contribution which multilateral technical assistance can make to the achievement of Member States' objectives also needs to be reconsidered in terms of its philosophy, conception and implementation.

4.3 There should be a permanent body to provide liaison between the African Ministers of Education in the intervals between their conferences. This body should take the lead in following up the recommendations adopted and in the periodic evaluation of the results obtained.

4.4 International solidarity makes it incumbent on the richer countries to contribute to the endogenous development of the poorest; the form which this contribution takes and its nature and substance should undergo a reform so that it is guided by the considerations of principle and the practical measures resulting from the new international order.

RESOLUTION No. 1

The Conference,

Bearing in mind the obligations and rights of all Member States of the United Nations in general and of Unesco in particular,

Convinced that education, science and culture constitute essential factors for economic and social development,

Conscious of the invaluable contribution of Unesco in its field of competence, to the promotion of the development of African countries and to the cause of peace,

Emphasizing that the peace towards which Unesco should contribute, according to its Constitution, cannot be founded upon the status quo of inequality and injustice, but must be based on a constant effort to promote the progress of all peoples, particularly the poorest and those subject to oppression, racial domination or discrimination,

Concerned at the financial difficulties being experienced by Unesco as a result of the refusal by certain countries to pay all or part of their contributions to the Organization's budget, in violation of the decisions of the eighteenth session of the General Conference,

Noting with indignation the campaign of calumny and denigration systematically waged against Unesco since the eighteenth session of its General Conference and also the acts of violence perpetrated against its Headquarters,

1. Draws the attention of governments, intellectuals, scientists and artists throughout the world to the special responsibilities devolving on them in the present situation to foster truth, justice and right;

2. Denounces the pressure brought against the Organization and the acts of intimidation and aggression against its staff and its Headquarters;

3. Expresses its gratitude to all Member States which hastened to pay their contributions or to offer loans in order to ensure the continuity of the work of the Organization;

4. Invites all Member States of the Organization to pay their contributions as soon as possible in accordance with the scale laid down by the General Conference at its eighteenth session;

5. Urgently appeals to Member States to respond without delay to the Director-General's request for interest-free loans;

6. Encourages the Director-General in his efforts to improve the financial situation of the Organization;

7. Takes note with great satisfaction of the steps already taken by the Director-General to provide the Secretariat with a structure which will enable it better to deal with the tasks which devolve upon it in respect of the programming, supervision and execution of operational projects;

8. Reaffirms its full confidence in the Director-General in the execution of his responsibilities particularly during this difficult period;

9. Requests the Director-General to bring the text of this resolution to the attention of each member of the Executive Board and every Member States of the Organization.

RESOLUTION No. 2

Meeting in Lagos (Nigeria) from 27 January to 4 February 1976, under the auspices of Unesco,

The Ministers of Education of African Member States,

Considering that their meeting is taking place at a time when Unesco is going through serious difficulties,

Regarding as alarming the obstacles which tend to slow down or hamper the activities of the Organization,

Considering that such manoeuvres are, in point of fact, directed against the movement to emancipate the Third World,

Express their satisfaction at seeing an African as the executive head of Unesco;

Appreciate the determination with which Mr. Amadou-Mahtar M'Bow in his capacity as Director-General, is ensuring that the Constitution of Unesco is respected and that all the resolutions of its General Conference are applied, especially those which condemn all forms of injustice, discrimination and racism and which contribute to the strengthening of an international co-operation founded on the general progress of the peoples and the mutual appreciation and sovereign equality of all Member States;

Encourage him strongly in the efforts which he is making to involve Unesco in the establishment of a new international economic, social and cultural order;

Assure him of their resolute support and their aid in all his efforts to overcome the obstacles to which his action may give rise.

I. Development of education - general principles and orientation

RECOMMENDATION 1

The Conference,

Taking note of the analysis of the general educational situation in Africa since the Nairobi Conference in 1968, as set out in document ED-76/MINEDAF/3, Chapter I, the general conclusions of which it approves as regards the reasons for, and the need for, a complete reappraisal of the educational systems inherited from the colonial period,

Considering that the majority of existing educational systems are selective systems inherited from the colonial era which are no longer in keeping with the aspirations and fundamental needs of African populations,

Considering that the enrolment in schools of all children of school age remains one of the basic objectives of the African Member States of Unesco,

Considering the financing of education to be a major obstacle to its development in African States,

Considering the importance of statistics on population and distribution by age-group, for the purposes of planning,

Considering that the Member States attending the Conference are all greatly interested in the question of basic education for all, and particularly for young people from 14 to 16 years of age, with a view to making more rational use of their human resources,

Considering that there is no para-primary or post-primary structure available for young people leaving or dropping out of primary school and that they have received no training which could make them productive members of society,

Considering that the absence of training structures at para-primary and post-primary level or of a primary school training slanted in the direction of production is one of the obstacles to quantitative and qualitative progress in education in Africa,

Recommends to African Member States:

(1) that the objectives and goals of educational systems be reconsidered in the light of the changing economic, social and cultural needs of independent Africa, and especially in view of the declared policy of the new international order;

(2) that greater priority be given to research in education for economic development, and more money be allocated for research purposes;

(3) that a start be made, in all African States, on an all-round and complete reform of educational systems, with the effective participation of the masses, in order to adapt those systems to the real problems and preoccupations of the community, establishing precise educational objectives in keeping with available capacity;

(4) that the preparation of projections based on these statistics be encouraged;

(5) that statistical studies be promoted in order to keep track of trends in the various types of non-formal education, such as adult education, education through mass media and self-education;

(6) that courses of education be adapted to the realities of the countries and to their present and future needs;

(7) that studies of educational strategies suitable for inculcating the spirit of initiative and production in the masses be initiated;

(8) that productive practical work be generally introduced in schools offering general, technical and vocational courses, whether at primary, secondary or higher level;

(9) that the use of locally available resources for the manufacture and production of teaching equipment on a massive scale be encouraged and made general practice;

(10) that innovations in education aimed at making students employable be continued and intensified so that education is indeed viewed as an economic investment;

Recommends to Unesco:

(11) that it undertake studies:

(i) on expenditure on education in African Member States and propose ways and means to reduce educational costs;

(ii) with a view to placing greater emphasis in primary education on the spirit of production and initiative;

(iii) with a view to the introduction of para-primary and post-primary training structures.

RECOMMENDATION 2

The Conference,

Considering that every education system is geared to the political and socio-economic objectives of the State,

Considering that the colonial system provided an education in the African States which was deliberately slanted towards the justification and maintenance of its domination over our peoples,

Recognizing that at the present time African education is still suffering from serious shortcomings inherited from the colonial period, shortcomings both at the level of educational institutions and at that of programme content and the direction in which it is oriented,

Considering that African schools are consequently still to a large extent cut off from the social milieu,

Convinced that the new Africa should rethink its educational system in order to readapt it fundamentally to the new demands of its economic and social development,

Recommends:

A. to the Member States:

1. that they undertake the decolonization and nationalization of all their educational systems and curricula in order to gear them essentially to the political, economic, social, scientific and cultural preoccupations of our peoples;

2. that they effectively integrate the school with life by such means as:

(a) the introduction of productive work as one of the elements in the education of the child;

(b) the suitable qualification of pupils in accordance with the main development sectors of the nation;

(c) the organization of schools in such a way that they may eventually become self-managed and self-financed units;

(d) the democratization of education so that schooling may cease to be the privilege of a few children; in this connexion, free education should be one of the objectives to be attained;

(e) the introduction and development of the use of national languages as languages of instruction in the schools and universities;

B. to Unesco:

1. that it study the possibility of helping to establish publishing houses in each area in order to solve the textbook problems that will necessarily arise from mass education in the national languages;

2. that it study the possibilities of helping African Member States to equip schools for technical and craft education.

RECOMMENDATION 3

The Conference,

Aware of the alarming and growing problem of unemployed school leavers in the African Member States,

Conscious of the adverse social, economic and political repercussions of this problem,

Desirous of a better adaptation of the content of education to the needs and aspirations of the recipients,

Appeals to the African Member States, in an effort to solve this problem:

(i) to make their education creative, productive, resourceful and relevant to the social, economic, political and cultural setting of each country, both in theory and in practice;

(ii) to ensure the acceptability of changes in the educational systems to the community it serves by preparing the latter for such changes;

(iii) to ensure that the educational plan and its implementation are seen to be not only an integral part of a nation's overall economic and social objectives but also a tool for their implementation;

(iv) to ensure that universities and research bodies undertake systematic studies of the economic, sociological, and psychological aspects of the life of the population with a view to defining realistic educational objectives; international or bilateral assistance could be provided for these studies;

(v) to strengthen their educational planning and administrative machinery, which should provide a solid framework for internal improvements in educational activities;

(vi) to stimulate and contribute to the systematic exchange of regional and international experience on educational innovations, with special emphasis on analyses of problems of planning, implementation and evaluation of educational reforms in the context of various social, economic and cultural development.

RECOMMENDATION 4

The Conference,

Considering that the African languages constitute the most appropriate instruments to express the genius of our peoples,

Considering that an education given in these languages offers invaluable pedagogical and cultural advantages,

Recommends:

1. that African Member States, Unesco, OAU and other competent organizations give effect to Recommendation No. 20 adopted by the Intergovernmental Conference on Cultural Policies in Africa, held in Accra in November 1975, concerning the use of African languages as languages of instruction;

2. that Unesco, Unicef, OAU and other competent international organizations assist in the development of the literature in national languages which will be needed to support full implementation of the decision on the use of national languages in education.

RECOMMENDATION 5

The Conference,

Noting with satisfaction the contribution made by Unesco to the development of science and technological education in Africa,

Realizing that the present heavy dependence of African countries on imported technologies and foreign technical personnel is largely due to the lack of adequate facilities in local secondary and post-secondary institutions enabling students to acquire a scientific mind and technical skills for practical application,

Regretting the vast opportunities offered by public works and industrial activities for the acquisition of practical technological skills and know-how that are generally unused in African countries,

Recalling the special plea of the sixth and seventh special sessions of the United Nations General Assembly for the transfer of science and technology to developing countries and the need to assist them in developing indigenous technologies,

1. Calls upon African governments to accord high priority to the development of appropriate policies, programmes and institutional arrangements for promoting technology research; and to the provision of opportunities for practical participation in public works and private industrial projects that will enable students of secondary and post-secondary educational institutions, especially technical students, to acquire practical experience and skills as essential requirements in their training;

2. Requests Unesco, in collaboration with ECA to assist African Member States to undertake studies of ways and means of:

   (i) introducing middle-level skill-related technological subjects into secondary school curricula; and

   (ii) correcting the prevailing imbalance in the subject structure and course offerings of post-secondary educational institutions in relation to high-level manpower requirements, especially science and technological skills;

3. Further requests Unesco, acting in collaboration with ECA, OAU, UNIDO and other appropriate international organizations, to undertake a study of the feasibility of establishing an African regional research centre for the study, adaptation, development and promotion of technology specifically appropriate to the development needs of African countries; and if sufficiently justified, to take the necessary action for the establishment and development of such a centre, which should operate in collaboration with national and regional curriculum development centres;

4. Invites the Director-General of Unesco to intensify his efforts to assist African Member States to strengthen national structures and programmes for the promotion and development of science and technological education in African countries.

RECOMMENDATION 6

The Conference,

Considering the acute shortage of reading material and the unprecedented need to maintain and enhance reading habits and skills gained, for the life-long education of newly literate adults,

Recommends that the African Member States do everything in their power to make available to the newly literate the materials which can prevent them relapsing into illiteracy;

Recommends further that all possible assistance be afforded by Unesco to meet the needs of Member States so that they can produce and test locally relevant and suitable reading materials to help new literates to improve and develop their newly acquired skills and knowledge.

RECOMMENDATION 7

The Conference,

Considering that each individual has the right to a minimum of education which will enable him to realize his potential and contribute to the economic, social and cultural development of the nation to which he belongs,

Recommends:

1. that efforts be made by African Member States to identify handicapped youths in the society, and to set up suitable educational facilities for these handicapped children;

2. that training facilities be established on African soil for teachers of handicapped children.

II. Innovations and educational reforms

RECOMMENDATION 8

The Conference,

Bearing in mind the great strides that African Member States have made in their educational development since independence,

Considering that educational systems need to be overhauled to bring them into line with the cultural, social and economic realities of the African environment,

Aware of the heavy financial burden that educational programmes impose on the African Member States,

Conscious also of the great efforts of the African Member States to undertake planned reforms of their education in order to adapt it to their environments so that it serves the set policies of their respective countries,

Considering that there exist throughout Africa similar educational situations which lead each of the States to introduce numerous innovations,

Aware of the fact that a number of African States have embarked upon various useful innovations in their educational systems,

Recognizing the originality and quality of the innovations introduced in certain countries,

Recommendations

Considering that exchanges between African countries are more fruitful because of the common historical and cultural background of our peoples,

Considering that, in the field of educational innovation as well as in the political and economic fields, the African States should join forces and co-operate closely,

Considering that one of the most important means for such co-operation is the exchange of information, which is a way of getting to know each other,

Considering that the majority of Member States deplore the fact that no such inter-African information network exists,

Convinced that only co-operation and planning in this field will enable our States to develop a system of education in conformity with the objectives of progress for our peoples,

Considering that infrequent meetings of ministers and experts at present offer the only opportunity for exchanging information on educational reforms and innovations undertaken in Africa,

Considering that all those who intend to modify and renew their educational systems could and should draw inspiration from such information,

Considering that the Unesco Regional Office for Education in Africa is already playing a useful clearing-house rôle in these fields and is providing expert services,

Appeals to the African Member States:

to recognize their educational planning as an instrument of innovation and change, particularly in their basic and mass education;

to continue with experimentation in respect of these innovations and, where their resources allow, to apply those innovations that have proved useful, in particular by initiating and continuing a search for solutions to the problem of high unit costs through cost-saving innovations in the implementation of educational programmes;

to take the necessary steps both to implement and to evaluate their educational plans;

to share among themselves their experiences of applied innovations and establish their own machinery to make this possible;

Recommends to the African Member States:

that they carry out exchanges of specialists in the field of education in order to enable the different States to benefit from each other's experience;

that they set up educational documentation and exchange sections in their National Commissions for Unesco or Departments of Education;

that they intensify their co-operation with the Unesco Regional Office for Education in Africa as a clearing house of information and a source of expert services on educational development and innovation. This centre should be provided with facilities for storage and distribution of vital information on educational reform. From such a centre, it should be possible to send out African experts to advise Member States on matters relating to education. In this way, Africa will create her own experts and minimize dependence on foreign expertise from outside the continent;

Invites the Director-General:

to provide assistance to African Member States, when requested to do so, in innovating and developing their educational systems within the context of a broadened concept of educational planning, for example:

(a) by training educational planning and administrative personnel in as broad a range of skills and competences as necessary, including the implementation and evaluation of plans;

(b) by helping African Member States to establish and develop their own research and training capacities at national, sub-regional or regional level in educational planning and administration;

to strengthen the International Institute of Educational Planning, the Unesco African Regional Offices and sub-regional institutes which will assist in performing the above tasks;

to assist in establishing and maintaining, at the request of the African Member States themselves and where these may be desirable, a network of innovation institutes;

Recommends:

that Unesco study procedures for establishing an inter-African educational information network, concerned particularly with innovations, with a view to encouraging and facilitating systematic exchanges, at regional and international level, concerning in particular the analysis of problems of planning, implementing and evaluating educational reforms in different social, economic and cultural contexts;

that Unesco through its Regional Office for Education in Africa compile a list of the institutions and ministerial departments in African countries which are entrusted with research in educational innovation and regularly update and circulate this list to all African Member States in order to facilitate contacts and exchange of expertise;

that it establish within BREDA a specialized section for exchanges in the field of educational innovation and that it provide this section with all the human and financial resources needed for its proper functioning;

that it give Member States assistance with a view to enabling them to prepare films and documents on innovations;

that it bring about the conditions necessary for the organization and holding of seminars and meetings at the regional level or between countries that have undertaken the same types of innovation;

that Unesco through its Regional Office arrange an annual meeting of experts from African countries in order to follow up the implementation of educational innovations;

that the BREDA journal "EDUCAFRICA" be given wide circulation and that an important place be set aside in it for the results of educational research;

that African Member States collaborate closely with this journal and encourage their cadres to make known their innovations;

that OAU participate in this exercise;

that the Member States assist Unesco to this end by making available an approved summary of reforms and any documents and information which could be used in drafting a publication describing planned or ongoing reforms in Africa that could be of use to all Member States, all research workers and all the authorities in Africa and other regions;

that Unesco take the financial and technical measures necessary for the compilation and publication of such a list of planned or ongoing reforms in Africa.

RECOMMENDATION 9

The Conference,

Realizing the significant rôle that non-institutionalized education can play in democratizing education for all segments of the population,

Conscious of the need to provide a broader conceptualization of the education process, beyond the scope of the formal school system,

Noting the many innovations now being made in the area of non-formal education,

Bearing in mind the significant effort already undertaken in the field of non-formal education by such sectors as agriculture and health, and

Considering that non-formal education complements formal education and that it is a valuable short-term investment,

Recommendations

Recommends that Unesco organize as early as convenient a seminar involving other sectors, to find appropriate ways of collaborating in conveying non-formal education to all segments of the population;

Further recommends that governments should urgently consider allocating adequate funds for the organization and functioning of this type of education.

RECOMMENDATION 10

The Conference,

Considering the important rôle that a qualified and numerically adequate teaching profession should play in the planning and execution of any national educational policy,

Considering the acute shortage of teachers and the obvious need for more teachers to meet the rising demand for mass education with a view to providing education for all children, and the financial constraints facing developing countries,

Considering that the aim of providing schooling for all children of school age can only be effectively realized by the establishment of schools that are able to provide a quality education because they have suitable facilities,

Recommends:

(a) that the Member States consider, as measures for the immediate future where this seems necessary, raising the conventionally accepted pupil-teacher ratio of 40 or less to one, through appropriate mechanisms such as team teaching, the shift system, auxiliary teachers and the use of educational mass media;

(b) that the Member States consider training of a new type of teacher and also introduce innovations to maximize the utilization of educational facilities;

Further recommends to Member States:

(a) that teachers should undergo intensive training, emphasis being placed not only on their teaching qualifications and their professional awareness, but also on developing their critical faculties;

(b) that suitable steps be taken to encourage teachers to remain in the teaching profession;

Recommends to African Member States and aid-donors that substantial financial assistance be provided to finance the building of architecturally more suitable and less costly schools for the increasing school population.

N. B. This Recommendation combines Recommendations 2 and 5 of the draft final report.

RECOMMENDATION 11

The Conference,

Recognizing that the successful implementation of programmes of educational reform cannot be achieved without the availability of competent personnel and proper orientation of those responsible for reform,

Recommends that African Member States give top priority to the training of such personnel and that training be given locally at grass-roots level and at a higher level both locally and in regional training centres;

Recommends that such personnel, including inspectors of schools, educational planners and headmasters, should continually undergo intensive training so as to strengthen their capacities for implementing education reforms effectively and successfully;

Recommends that African Member States should establish educational research centres whose function it will be to undertake educational reform and innovation as an ongoing concern.

RECOMMENDATION 12

The Conference,

Considering that education affects the masses of the people in Africa and that successful reform and innovation are meaningful and possible only when people at the grass-roots level are involved in decision-making,

Recommends that African Member States wishing to undertake reform make provision for involving the masses in discussing, scrutinizing and making decisions at all levels of the educational reform exercise;

Considering that education is an expensive item in the budgets of African Member States, that school equipment and materials are very expensive as most of them are imported from outside the continent and that the costs involved in the purchase of these materials from outside Africa should be minimized,

Recommends that African Member States should work jointly and co-operatively with the Unesco Regional Office for Education in Africa for the exchange of information and experts, and undertake research on the production of school equipment and materials using local raw materials and expertise.

RECOMMENDATION 13

The Conference,

Taking into consideration the need for a new outlook on educational technology to include the relevant and possible applications of the results of research in the different domains of education, psychology, humanities and related fields, in addition to distance teaching and mass media,

Noting the importance of educational technology in speeding up the process of innovation,

Requests Unesco to plan for a field study on the feasibility of developing activites in educational technology to facilitate study of the different possibilities of identifying a new form of educational technology suitable for African States as they are now, and as they plan to develop in the near future, making the most efficient use of existing resources.

III. Basic education and mass education in support of development

RECOMMENDATION 14

The Conference,

Considering

(i) that each individual has the right to a minimum of education which will enable him to realize his potential and contribute to the economic, social and cultural development of the nation to which he belongs, and

(ii) that this development should result from the advancement of all and not only of a minority,

Considering that many African countries may not be able to introduce universal primary education in the next decade,

Noting the high percentage of drop-outs in the course of primary education and the large number of primary school leavers who do not find places in post-primary schools,

Recommendations

Considering that adult education in its widest sense can competently cater for these groups of people,

Considering further that a literate population promotes rapid national economic development and that any harmonious overall development needs to enlist all the productive forces of the nation,

Conscious that this can only be achieved by opting for a mass, democratic education with a view, in the first place, to rescuing the broad masses of the people from the state of illiteracy, and, in the second place, to undertaking the initial and further training of fully conscious, committed and skilled producers,

Convinced that basic education should be the first stage of life-long education with further possibility of access to other forms of education, and that the concept of basic education may contribute towards solving the problems of offering education for all adults and children in school and out of school,

Convinced that there can be no true development without an awareness of the cultural and scientific dimensions of such development and without the active mobilization of all the people,

Considering further that basic education is the best means of providing mass education,

Urges the African Member States:

(1) clearly to define their basic education policies;

(2) to consider school education and non-formal education activities as complementary elements in an overall national effort to ensure each member of the society equal educational opportunities;

(3) to structure basic educational programmes in such a way as to allow for mobility between the school systems and non-formal educational activities;

(4) to consider the establishment of national councils or boards for non-formal education and to establish structures within their Ministries of Education for the purpose of promoting non-formal education as an integral part of national education as a whole;

(5) to set up governmental machinery to co-ordinate all forms of education and instruction which contribute to the development of basic education for all;

(6) to mobilize all available resources for development of non-formal educational activities;

(7) to make a determined effort to promote studies leading to the preparation and formulation of diversified strategies and policies thereby rendering it possible to optimize the efficiency and economic viability of the educational system in its quantitative and qualitative aspects;

(8) to commit themselves resolutely to the eradication of illiteracy among the masses of the people so as to make it easier for them to receive training and further training in their national languages in order that they may be able to participate more effectively in development and in raising their own standard of living, taking for this purpose the necessary measures to mobilize all available resources in specific training institutions, local communities, development agencies, etc.;

(9) to provide those adults who have received a basic formal education with facilities for continuing education in all the fields of activity which will enable them to play a more effective part in national development programmes;

(10) to mobilize the mass media so as to make them play a greater part in the raising of the cultural level of the nation;

Recommends Unesco and other competent organizations:

(11) to assist the African Member States in implementing their basic education programmes, e.g. by helping to meet their needs as regards training of personnel, preparation of methodology and teaching techniques, the planning and financing of basic education and the preparation of teaching materials;

(12) to organize at sub-regional and regional level workshops for those specializing in or responsible for basic education.

IV. Regional and international co-operation

(a) Regional co-operation

RECOMMENDATION 15

The Conference,

Considering the similarity of the historical, geographical, economic, sociological and political experience of most Member States of the African continent,

Considering that African educational problems are similar and that exchange of experience related to the ways in which such problems are being tackled and solved will be of benefit to all,

Realizing our common educational needs and problems and the financial constraints that face our nations in search of solutions to those problems,

Conscious of the spirit of co-operation prevailing among the African Member States nurtured especially through the Organization of African Unity,

Bearing in mind the recommendations of the recent Meeting of the Senior Officials of the Ministries of Education of the Twenty-Five Least Developed Countries on international co-operation in education,

Recognizing the benefits derived from the exchange of ideas and experience between Member States,

Noting the need to establish development goals in concert with each other in specific fields of education,

Realizing the great desire of our people for early achievement of our target in the development of education,

Appreciating the need to review on a continuing basis such progress as is made in achieving these goals,

Recommends to African Member States that there should be greater co-operation among African countries in the form of exchange of university lecturers, provision of training opportunities to nationals of fellow African countries in areas of crucial importance to development, and in the exchange of results of researches;

Recommends to African Member States:

that they consider the early establishment of an African curriculum organization for greater regional co-operation in curriculum reform and renovation of school curricula;

that they set up a committee of Member States which should meet from time to time to review their programmes;

Appeals to the African Member States to use all possible means at their disposal to co-operate between and among themselves in education, particularly in the following areas recommended by the Meeting of Senior Officials of the Education Ministries:

(i) training of educational personnel;

(ii) mass and basic education;

(iii) equipment and materials; and

(iv) research;

Recommends that Unesco undertake to assist in the formation, promotion and financing of the proposed African curriculum organization;

Appeals to:

(a) Unesco and the rest of the international community to implement effectively the resolutions of the sixth and seventh special sessions of the United Nations General Assembly and the resolution of the eighteenth session of the Unesco General Conference on the new international economic order;

(b) international agencies, within the United Nations system in particular, seriously to consider reorienting their aid policies, modalities and mechanisms along the specific lines of action suggested in paragraph 43 of the report of Senior Officials of Ministries of Education of the Twenty-Five Least Developed Countries in document ED/MD/39.

RECOMMENDATION 16

The Conference,

Considering the wish expressed by several delegations for the establishment and development of institutions for sub-regional, regional and international co-operation on education,

Considering that African countries, which are contending with similar problems, are undertaking reforms and innovations with limited information and facilities even though Africa has an increasing number of creative and original thinkers,

Considering that the tendency in certain forms of aid is, if not towards a cut-back, at least towards a restriction which obliges the recipient to limit his programmes,

Considering that research is essential for development in Africa and a task to which education should address itself,

Noting that there are already in existence a sufficient number of governmental or non-governmental associations and agencies capable of providing a framework for sub-regional, regional and international co-operation, and that the proliferation of such agencies entails a dispersion of effort,

Recommends to Unesco that it:

draw up an inventory of the technological and human resources of African universities, institutes and schools of advanced studies;

contribute, through the appropriate distribution of assistance, to the balanced growth of the various institutions of higher education and research;

assist in drawing up a development plan for specialized higher education and research departments on a sub-regional or regional basis using suitable infrastructures and in a suitable environment;

Urgently recommends that Member States:

regard the promotion and organization of research by their own nationals as a matter of vital necessity and make available the funds necessary for this purpose.

RECOMMENDATION 17

The Conference,

Considering the Member States' need to adapt their systems of education to national requirements and the need for co-operation between the African countries with a view to the introduction of a genuinely African type of education, in accordance with the resolutions adopted by the Nairobi Conference in 1968 concerning, in particular, national priorities and objectives and inter-African co-operation in higher education,

Considering the co-operative relations between Unesco and regional and sub-regional organizations in Africa,

Considering that there exist in Africa a number of high-level specialized establishments set up by some of these organizations,

Recommends

(i) that Member States co-operate closely with these establishments with a view to making the best possible use of the training facilities provided;

(ii) that Unesco offer all possible technical support to these establishments in order to assist them better to serve Africa.

RECOMMENDATION 18

The Conference,

Bearing in mind that the creation of the Association of African Universities is predicated on the philosophy of assisting the various African universities to pool ideas and resources in the areas of education and research geared to the intellectual, social, political and economic development of Africa,

Noting with satisfaction the progress that the Association of African Universities has made in promoting higher education among Member States through the exchange of students and professors, organization of inter-university seminars and workshops, study tours and documentation,

Conscious of the co-operation which already exists between Unesco and the Association of African Universities in the field of higher education, and the need to strengthen this co-operation,

Considering that hitherto the greater source of funding for the Association has been derived from sources outside Africa,

Aware of the fact that the interest of the African countries would best be served by the Association, if it derived the bulk of its funding from African governments,

Recommends

(a) that the Association of African Universities widen and intensify its relations with all Member States;

(b) that African governments and the OAU consider as a matter of urgency the provision of adequate and regular financial support to the Association of African Universities;

(c) that Unesco take steps to strengthen the existing working relationship between it and the Association of African Universities, and find ways and means of providing financial support to the Association.

RECOMMENDATION 19

The Conference,

Having taken note of the new educational requirements of African countries since the Conference of Ministers of Education of African Member States held in Nairobi in 1968,

Noting that some of these requirements can only be met by research in the education sector,

Having taken cognizance of the timely establishment of the Bureau africain des sciences de l'éducation (BASE) following the 6th Congress of the International Association for the Advancement of Educational Research in 1973,

Recognizing that this Bureau can give invaluable assistance to African countries by helping them to intensify and harmonize their activities in this sphere, and more particularly recognizing the need to concentrate research work in education at the regional level while at the same time acknowledging the importance of educational research in our national institutions as a means of further enriching the content of education,

Recommends that the Member States encourage and support the programme of BASE, the purpose of which is to broaden scientific co-operation in educational research;

Recommends that the Director-General of Unesco take the measures necessary to:

(a) intensify co-operation between BREDA and BASE;

(b) assist and support the programme undertaken by BASE on the quality of the educational process.

RECOMMENDATION 20

The Conference,

Considering the great need expressed by Member States for exchange of information both of a general nature and of specific relevance to the process of education,

Considering the attempts being made by regional agencies and individual Member States to establish book development programmes,

Noting the interest and support that the member countries of OAU have expressed jointly and severally in the development of the joint programme related to the Encyclopaedia Africana,

Recommends to Member States that they back up this interest with material and financial support to help in hastening the completion of the project, and to Unesco to aid in all possible ways in publishing that part of the Encyclopaedia Africana so far completed.

RECOMMENDATION 21

The Conference,

Recognizing the need for African countries to relate the objectives of their educational development to overall socio-economic development objectives,

Recognizing further the urgency of transferring to Africa, and of developing, appropriate technology to facilitate Africa's socio-economic transformation,

Realizing the immense challenge that faces developing African countries in terms of ensuring that the structures, content and orientation of their educational and training systems respond effectively to the opportunities and imperatives of the new international economic order,

Recalling the resolution of the Conference of Ministers of the Economic Commission for Africa, adopted in Accra in February 1973, which urged ECA and Unesco to explore the feasibility of establishing a joint division for concerted action in areas of common interest,

Recalling the recommendation of CASTAFRICA (Dakar, 1974) that urged OAU and Unesco to work closely on science and technology,

Convinced that only concerted action by Unesco, OAU and ECA can best foster meaningful intra-African co-operation in the fields of education, science and technology, especially with regard to multinational institutional infrastructures for training and research,

Noting with satisfaction the fruitful co-operation existing between Unesco, OAU and ECA and the advantages that could result from further strengthening of that co-operation,

Calls upon the Director-General of Unesco, the Administrative Secretary-General of the OAU and the Executive Secretary of ECA to:

(i) consult together and explore the feasibility of establishing a team of experts for joint activities in the field of (a) science and technology; and (b) education for development;

(ii) determine periodically the socio-economic perspectives for the further advancement of African education, as well as the urgent educational, scientific and technological problems facing Africa, and to initiate concerted action programmes to alleviate such problems.

(b) International co-operation

RECOMMENDATION 22

The Conference,

Bearing in mind that the greatest aid to development is self-reliance, and that foreign aid is often a broken reed which in the long run retards progress in developing countries,

Recommends that African Member States, when tackling their educational problems, should first explore all local avenues before considering offers of foreign aid from abroad;

Considering that where foreign aid is concerned, it is the recipient, not the donor, who should determine what form it should take, its magnitude and duration, and ensure that it fits into a programme planned by the recipient country for its own progress, and not as part of a preconceived package by the external donor,

Recommends that if foreign aid to education is to be of maximum benefit to the recipient, it should be for the execution of educational projects of critical importance in the overall economic and social plan drawn up by the recipient country itself, to foster its economic, social and political aspirations.

RECOMMENDATION 23

The Conference,

Considering the need for flexibility and the streamlining of administration to suit local needs,

Mindful that UNDP/Unesco assistance has created a pool of national expertise,

Aware that the standard text of the project documents of UNDP-assisted projects is the same for all countries,

Appeals to the United Nations Development Programme not to reduce its aid to the developing countries of Africa, particularly those on the list of the "least developed" countries;

Recommends that nationals be recruited to serve in the capacity of experts and chief technical advisers of projects in their own countries whenever possible;

Requests the Director-General to explore cash assistance in addition to the aforementioned technical assistance;

Further requests the Director-General to examine with UNDP appropriate measures to improve the conditions for executing operational projects.

RECOMMENDATION 24

The Conference,

Recalling the spirit of United Nations General Assembly resolution 2768 (XXVI) by which the General Assembly requested, in particular, the international organizations within the United Nations system to take fully into account the special needs of the least developed countries when formulating their programmes of activities or selecting the projects they finance,

Noting the relevant recommendations of the Meeting of Senior Officials of Ministries of Education of the Twenty-Five Least Developed Countries held in Paris (8-16 September 1975) and contained in their report which has been submitted to the Conference of Ministers of African Member States held in Lagos, 27 January-4 February 1976 in ED-76/MINEDAF/REF/10,

Considering the need for regional and international co-operation in ways and means which yield tangible educational results and socio-economic benefits for the advancement of all,

Recommends:

1. to the Director-General of Unesco to take the necessary steps to increase the assistance given to the 25 least developed countries in the field of education;

2. to the Unesco General Conference to explore the possibility of establishing a special fund to assist the 25 least developed countries to resolve the particular problems which they encounter in the field of education.

RECOMMENDATION 25

The Conference,

Considering the particular situation of the land-locked countries which have to shoulder heavy burdens because of the extremely high cost of transport, especially for educational materials and equipment,

Noting that these countries are among the most economically disadvantaged, especially those among the 25 least developed countries, and that they are suffering hardship from the effects of the deterioration in the terms of trade,

Considering that funds granted to these countries are usually subject to payment of a counterpart contribution and high rates of interest,

Deeming it necessary that the international bodies show greater understanding by providing suitable solutions to the problems specific to the land-locked countries,

Recommends that Unesco and the other competent international agencies concerned with the problems of education:

take suitable measures to create special funds to help these countries to cover the costs of transporting educational materials, equipment, etc.;

help the countries concerned, when granting loans for education projects, by eliminating counterpart costs and giving lower interest rates (special rates).

RECOMMENDATION 26

The Conference,

Noting the efforts and achievements made in all areas of international co-operation by Unesco, and especially in the field of education, since the Nairobi Conference,

Appreciative of the crucial rôle which the Organization has continued to play in the development of education in all Member States,

Considering the gravity of the educational problems facing certain African countries,

Concerned at the fact that present procedures for mobilizing international assistance do not always take account of certain particular situations,

Places on record its appreciation of the work being carried out by the Organization and reaffirms its confidence in Unesco,

Recommends to Unesco and other competent agencies to address themselves to assisting African Member States in implementing programmes and projects formulated by the Member States, whether collectively or individually.

N.B. This Recommendation combines Recommendations 16 and 17 of the draft final report.

RECOMMENDATION 27

The Conference,

Recommends to the Director-General, that in preparing Unesco's programme and budget, he should give priority to, among others, the programmes in the following areas:

(i) regional conferences and meetings;

(ii) information on aid to education;

(iii) International Literacy Foundation;

(iv) promotion of nutrition and home economics;

(v) international exchange of world literature related to science and technology policies;

(vi) encouragement of public understanding of science and technology;

(vii) studies on the human implications of science and technology;

(viii) contribution to basic thinking in the social sciences,

(ix) interdisciplinary research, cross-cultural studies and international co-operation;

(x) studies and research on youth today;

(xi) youth activities in pursuance of peace and international understanding;

(xii) managing man's interaction with the marine environment.

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APPENDIX I

AGENDA

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2. Election of the President
3. Adoption of the Rules of Procedure
4. Election of the Vice-Presidents and of the Rapporteurs
5. Adoption of the Agenda
6. Organization of the work of the Conference
7. Review of educational situation in Africa since the Conference of Ministers held in Nairobi (1968)
8. Problems raised by the renovation of educational systems
9. Innovations and planning of reforms in Africa
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APPENDIX II

OPENING SPEECHES

Appendix II

Inaugural address by
Lieutenant-General Olusegun Obasanjo,
Chief of Staff of the Supreme Headquarters,
Nigeria

The Director-General,
Your Excellencies,
Honourable Commissioners,
Distinguished delegates,
Ladies and gentlemen,

I welcome you to Nigeria on behalf of His Excellency General Murtala Muhammed, Head of State and Commander-in-Chief of the Armed Forces of the Federal Republic of Nigeria to the Unesco Regional Conference of the African Ministers of Education. The Head of State has requested me to express regrets for his inability to be with you this morning.

I have been made to understand that this Conference has been convened in pursuance of the resolution of the General Conference held in Nairobi in 1968 to assess the progress made by member countries and I have also learnt with great pleasure that the central theme of your deliberations is "mass education linked to development".

Since that Conference, Nigeria has made significant strides in the field of education and no theme could be more in consonance with the spirit of our present development strategy. Our Third National Development Plan has been built on the philosophy that development to be meaningful should involve the whole community, embracing all sections and groups alike and that the provision of wider opportunities for education is one valid way to bring this about. For us, education as an investment in human resources is an instrument in nation-building and the aim is to nurture, through education, a cohesive society, an enlightened and responsive people, and an alert, efficient, motivated and well-remunerated work-force. It is on this premise that we have erected our educational programme for the next five years and have committed ample resources for the expansion of opportunities at all levels and in all areas of education. Comprehensive as this programme is, perhaps the most significant and far-reaching for the future is the scheme to provide free universal primary education on a nation-wide basis to all children of school-going age by the next academic year and to make primary education compulsory for this age-group by 1979. Preparations are being made in earnest for the launching of the scheme in September 1976 and to provide the requirements for additional teachers, classrooms and other facilities on which depend its success. We have not failed to recognize the dramatic demand that this scheme will give rise to, in the next few years for other forms and levels of education and we are simultaneously expanding opportunities in secondary, technical and university education, in non-formal education, adult literacy, correspondence education and vocational training. In committing itself to the transformation of our educational system and to greater and more responsibility for the education of our people at this point in time, the Federal Military Government is keenly aware that the task before it is not easy but we are encouraged that with the determination of our people and your encouragement we shall succeed.

I am aware that many other African countries have introduced far-reaching innovations or embarked on equally ambitious schemes or are proposing to do so and as your Conference will, in the broad context of its central theme take up matters concerning the trends of educational development, targets and achievements, problems and strategies, this is a singular opportunity to exchange experiences and ideas and, after a realistic appraisal to make recommendations for the benefit of African education.

I should remind you that your success depends to a considerable extent on your consciousness of a common problem and the common purpose and distiny of the African people. This consciousness must be kept constantly in mind as the inspiration and guide for formulating programmes and strategies that are valid to our circumstances. The whole continent looks up to you and counts on your capability to carry out your assignment.

I should express the Federal Military Government's appreciation to the Director-General of the United Nations Educational, Scientific and Cultural Organization for bestowing on us the honour of hosting this Conference. We duly appreciate the rôle being played by the Organization in fostering international co-operation and the development and exchange of ideas.

Finally, I wish you all very useful deliberations, an enjoyable stay with us, and safe journey back home at the end of the Conference.

The Director-General, Your Excellencies, Honourable Commissioners, distinguished delegates, ladies and gentlemen, I have the greatest pleasure in formally declaring open the Conference of African Ministers of Education.

Address by Mr. Amadou-Mahtar M'Bow,
Director-General of the United Nations
Educational, Scientific and Cultural Organization
(Unesco)

Ministers,
Mr. Representative of the Secretary-General of the Organization of African Unity,
Mr. Representative of the Executive-Secretary of the United Nations Economic Commission for Africa,
Your Excellencies,
Ladies and gentlemen,

It is a great honour for me to be with you at the opening of the Conference of Ministers of Education of African Member States, organized by Unesco with the co-operation of the Organization of African Unity and the United Nations Economic Commission for Africa, in accordance with a now well-established tradition of close and fruitful collaboration, and also a joy to see on this occasion friends to whom so many bonds unite me.

I should also like to express my pleasure in being in Lagos, the capital of a great modern State whose vigorous progress, everywhere so clearly visible, is extending and giving new life to the traditions of its rich and ancient African cultures. It is fortunate that this Conference should be meeting in Nigeria, as if to highlight the large-scale action taken by its Government in order rapidly to provide primary education for all and to link it more closely to the cultural realities of the people. Unesco is pleased to have been associated with this work, which is of considerable importance for the future of Nigeria and for the progress of education in Africa as a whole. I therefore wish to express my most sincere gratitude to the Government of the Federal Republic of Nigeria and to the authorities of Lagos for their generous hospitality and their efforts to ensure the best possible working conditions for the Conference.

I address my fraternal greetings to the eminent delegates of the African States assembled here. The tremendous tasks which devolve upon them in the working out of the destiny of modern Africa are, as I know myself from personal experience, both stirring and complex.

I should also like, on behalf of Unesco, to welcome the representatives and observers of Member States of the other regions of the world and of the agencies of the United Nations system, as well as of the international governmental and non-governmental organizations and foundations who, by their presence here, are demonstrating the importance they attach to international co-operation in education and to progress on the continent of Africa. Allow me to make special mention of the Director-General of ALECSO, who for the first time is attending in person an intergovernmental conference of this kind organized by Unesco, attended in this case by seven countries which are also members of his organization.

Ladies and gentlemen, your Conference is a continuation of what may already be termed the tradition of Conferences of African Ministers of Education. The first, held at Addis Ababa in 1961 will, I think, be remembered by all present today, even by those who did not attend it in person, for it was that Conference which adopted the plan of African educational development which has since been referred to as the Addis Ababa Plan. Then came the Abidjan Conference in 1964, followed in 1968 by the Nairobi Conference, which I attended as Head of the Senegalese delegation.

I therefore feel it would be only natural, as indeed foreseen in the provisional agenda, that I should conduct with you a brief "Review of the educational situation since the Conference of Ministers held in Nairobi".

The year when the Nairobi Conference was held - 1968 - coincided with an upheaval in the educational systems of certain countries so violent that there was at the time talk of a crisis in education. This crisis, the underlying significance of which could not yet be discerned at the time of the Conference for lack of the necessary historical perspective, appeared to many observers to be a world-wide phenomenon resulting from a kind of crisis of society. It is true that, by its very nature and its function, education cannot exist or develop outside the framework of the society of which it forms an integral part without suffering the consequences in one way or another. The pace of change in today's world and the upheavals which result therefrom are continually reducing the possibilities of gradual assimilation which apparently enabled older societies and their institutions to evolve without great disturbances. Today the prodigious expansion of science and technology, without precedent in human history, rapid industrialization, and the contacts between

individuals, societies and cultures which modern communication media make possible are continually transforming the conditions of man's life and the values on which it is based, and calling them into question to a greater or lesser extent, depending on the countries, social systems, educational and cultural institutions, etc., concerned.

One of the most important aspects of the work done during the years 1971-1972 by the International Commission for the Development of Education, set up by Unesco, was to review the whole situation in a world context and to emphasize that a comprehensive effort was needed to rethink education in terms of the new objectives assigned to it by society.

In Africa itself, the situation in education since the Nairobi Conference has in the main developed along two converging lines: an increase in educational facilities in order to make it available to the largest possible number; and an improvement in the quality of the education provided, particularly in order to reduce wastage, and, in certain cases, to make educational systems correspond more closely to the requirements of economic and social development through modifications of varying degrees of depth. The working documents which have been prepared to assist this Conference in its work, and particularly that entitled "Education in Africa: evolution, reforms, prospects" (ED-76/MINEDAF/3), contain useful information on this subject. I shall therefore restrict myself to drawing attention to a number of salient features.

First of all, despite the efforts made in many States, the long-term target set by the Addis Ababa Conference, that primary education should be "universal, compulsory and free" by 1980 will not be achieved. In 1972 there was a shortfall of 11 million in relation to the target set. It is true that the enrolment ratio in primary education, which had been 41.5 per cent, had risen in 1975, according to present estimates, to 59.1 per cent, but if present trends continue the percentage in 1980 will only be 59.5, after which it will drop as low as 57.4 per cent in 1985. These figures call for some explanation. First of all, and this was one of the points noted by the Nairobi Conference, there is, as it were, a race between population increase and the efforts being made to increase school enrolments. The present annual rate of population increase of 2.7 per cent will reach 2.9 per cent between 1975 and 1980 and 3.0 per cent between 1980 and 1985 - the highest rate in the world. In other words, the proportion of the population which is of school age is continuing to increase at a greater rate than anywhere else in the world: the under-15 age group is at present 70 per cent larger in Africa than in the developed countries and in 1985 will be 73 per cent larger.

This demographic development, combined with the slenderness of the resources available, explains why, in spite of the considerable efforts made by a large number of African countries, there has been an increase in absolute terms in the number of illiterates. Between 1961 and 1970, indeed, although the percentage of illiterates fell from 81 to 73.7, their numbers increased by 19 million. It may also be pointed out that in 1972, some 3,760,000 children who ought to have entered school were not enrolled and that 1,364,000 others who had dropped out before their fourth year of schooling were in considerable danger of relapsing into illiteracy. The problem of repetitions and drop-outs, the causes of which are analysed in the documents before you, certainly warrants careful scrutiny not only because of the effect on the costs and efficiency of education systems, but also on account of the potential social repercussions.

In secondary education, the results have also fallen short of the Addis Ababa targets in quantitative terms since the shortfall amounted to 700,000 in 1972. Only at the level of higher education have the Addis Ababa targets been exceeded. But these figures are in all cases merely averages which, in themselves, do not reflect the growing gulf between different countries, a gulf which is partly but not wholly accounted for by the disparities in the school infrastructures inherited from the colonial period and is not even, in certain cases, explainable by the discrepancy in the resources allocated; the options with regard to educational policy and the strategies adopted by governments have had a considerable effect in certain cases on the growth in enrolments.

The numbers of teaching staff at the various levels rose from 601,000 in 1960 to 1,252,000 in 1972 which represents an annual growth rate of 5.4 per cent.

Unesco is proud to have contributed to these efforts with the assistance of the United Nations Development Programme; about half the teachers who were trained or retrained in the various regions of the world with UNDP financing - 31,000 for secondary level, 10,000 for technical education and nearly 300,000 for primary education - were trained in Africa. However, a large number of teachers are still very inadequately qualified, a fact which has direct repercussions on the quality of their teaching and therefore on their pupils' chances of success, and the projections for 1985 show that a considerable effort will continue to be necessary in order to increase the numbers of teaching staff, in particular at primary level.

Reference documents 1 and 2, prepared in collaboration with the Organization of African Unity and the United Nations Economic Commission for Africa, are entitled respectively "Educational development in Africa: trends and projections until 1985" and "Regional educational targets and achievements in Africa, 1965-1972" and highlight the magnitude of the effort which has already been made. Admittedly the Addis Ababa targets did not, strictly speaking, constitute a plan in the usual meaning of the term, nor were they intended to do so, since no newly independent African State had yet adopted an economic and social development plan of its own based on reliable data. As the Nairobi Conference emphasized the Addis Ababa Plan was both "a set of data intended to provide goals and directions and a methodological instrument for the assessment of the results achieved at the regional level". From these two standpoints, the Nairobi Conference

concluded, it had proved its worth and given the development of education an impetus borne out by the results achieved.

These results prove the desire of the African States to continue to work towards the Addis Ababa targets and particularly the target relating to universal primary education, which is a moral obligation in that it is a precondition of any effective application of the right to education. However, because of the considerable disparities between countries and also the diversity of the strategies being followed, the shared objective of universal school enrolment will only be attained at widely varying dates in different countries; consequently the effective general application of the right to education calls for specific interim measures in each State and a greater effort with regard to literacy teaching.

It is therefore possible that, in the light of the experience gained over the last few years, certain African countries in their quest for more effective approaches will adopt the idea of a new type of basic education intended for young people and adults who have either not attended school or spent too little time there.

This tendency to diversify strategies is one aspect of the effort being made by African countries to renew their educational systems. In this respect, it seems to me that one of the essential characteristics of the period which has elapsed since the Nairobi Conference is precisely the number and variety of the educational innovations which have seen the light of day in Africa. In 1968, it was already known that the expansion of educational systems must entail qualitative improvement: it was becoming clear that the systems bequeathed by colonial régimes were all the more unsuitable in that they had been designed in accordance with models - those drawn from the history of the industrialized countries - and in order to meet needs - those of the dominant power - which were not in harmony with the aspirations of sovereign States which desired not only to preserve and enhance the status of their cultural heritage and its underlying social and human values but also to press ahead with economic and social progress through the use of science, technology and rational forms of organization.

The innovative experiments mentioned in the working document by way of illustration give only a sketchy idea of the diversity of the efforts that have been made to renew the content, structure and methods of education, the training of teaching staff and non-formal education. Still more remarkable, in my opinion, is the fact that these innovations, even when they appear to be limited and specific, often stem from a conception of education that has been radically rethought. I find in this a particularly encouraging sign of the strength with which an authentically African form of educational thinking is asserting itself, one which, without rejecting the experience built up by the international community and yet not content with a simple transfer of knowledge, draws its inspiration from its own traditions and is striving to build on this continent those infrastructures and institutions which will give its children an education in accordance with their needs and steeped in the inherent genius of their culture.

Looking back over the past years, we are able to draw a major conclusion, namely that, within the limits of their resources, your governments are determined to make education available to the masses that want it but are still deprived of it. For that reason we thought we should propose to include in the provisional agenda an item entitled "Basic education and mass education in support of development" which would undoubtedly deserve to be taken up in commission and dealt with in depth. In this connexion, I should like to clarify the meaning of a concept which has sometimes given rise to misunderstandings because that meaning has changed with the passage of time and because a rapid reading of the document before you may sometimes give the impression of imprecision or ambiguity. In my opinion, the expression "basic education" should be used to designate an initial phase or basic cycle of education. The principal idea here is to replace the criterion of duration by that of a phase of education which, as far as possible, will be common to people of different ages. The object of this phase of education will be not only to provide all the basic knowledge, but also to inculcate the attitudes, values and skills which everyone needs in order to realize his potential as an individual and be able to take an active part in the advancement of his community.

The concept of basic education thus defined is obviously of especial importance to those countries which have been unable to enrol all their children in schools and where education must therefore be provided for a large number of young people and adults in forms different from those that are commonly used in schools. This innovative concept marks the beginning of a solution to the problem of providing education for all. This being the case, one should reject any interpretation which would have the effect of advocating, for the most underprivileged elements in society (still unfortunately often the most numerous in Africa), a cut-price education, seen as being necessary and sufficient for the vast majority of precisely those who are called on to make sacrifices in order to promote development. For my own part, on the contrary, I consider basic education, as I have just briefly defined it, to be the first phase in life-long education. Basic education, therefore, in my view, has meaning and value only if it is so designed as to be able to contribute to the progress of the people at large and to offer them the possibility of gaining access to other educational activities, both formal and non-formal which will prepare each individual, when the situation allows and when he so desires, to supplement the education with which he had to be satisfied initially, to improve his skills, to increase his knowledge and to enrich his personality.

I come now to the question of the "Problems raised by the renovation of educational systems", which is also the subject of a particular item on the agenda before you. One of the essential aims of renewal should, in my opinion, be to close the

gap which all too often - at least until recent years - has separated education from working life and the conditions specific to the country concerned. Indeed, the search for greater "relevance" seems essential if educational systems are to function more efficiently and are to be firmly rooted in the realities of the African situation. This search should naturally - as is very often already the case - involve a reform of content, one which rejects the objectives of former systems inherited from the colonial period to base itself on the political, social and cultural options of the State in question. It is a source of satisfaction therefore to note that a great many African countries have set up institutions for the preparation and reform of curricula - or have strengthened already existing ones - either within ministries or universities, or as independent bodies. Drawing on African traditions, as expressed in the desire for self-identification and an understanding of others, in order to intensify the sense of cultural identity, the new curricula should certainly inculcate in the child those values, attitudes and aspirations which will make him a genuine African. In this connexion, I cannot over emphasize the importance of promoting African languages as languages of instruction. The use of these languages offers obvious educational advantages, but they are also irreplaceable in that they alone can transmit a cultural heritage the integrity of which is constantly jeopardized by an often traumatic modernization.

Two other conditions, however, also seem essential. Firstly, identification with a culture should go hand in hand, in the case of the African child and adolescent, with a sense of belonging to the community of the nations of the world and a desire for receptivity towards others. Secondly, the renewed esteem for African cultural values and traditions, in all their richness and abundance as a way of relating with others and with the whole world, must avoid the temptation to become backward-looking. On the contrary, it should appear as one of the elements of a novel synthesis in which the most useful contributions of the past are mingled with the knowledge, values, and attitudes needed for an understanding of today's world and control over an often harsh environment. This, of course, implies much greater stress on basic training in the sciences, but it is also imperative, as part of a life-long education preparing the individual for his future rôle, that education should provide knowledge which will enable young people and adults alike to understand the machinery of national, regional and international relations so that they may be better able to participate in the changes needed in their societies and help build a new and more just international order.

Curriculum reform should also lay great emphasis on actual experience, on the environment and on actual social conditions and should incorporate productive work. Children and adolescents must be freed from the feeling of unreality occasioned by the conflict between a bookish, imported culture and the exigencies of a daily life in which productive activities loom so large. In addition to its importance for economic development, this line of emphasis has an educational value and an ethical significance in that it exalts those values which are essential to the promotion of human dignity. In any case, it simply represents a return to African traditions which, until the colonial period, made no such harmful distinction between learning and everyday life.

Naturally, I do not think that the quest for relevance ought to be limited to the reform of programme content. Methods and the very spirit of education and the educational atmosphere should also be adapted to the realities of Africa and to the aspirations of its peoples. It would therefore be desirable for teachers not only to be fully qualified, but also prepared for their new rôle. In their function as educators of the entire community, they should live in symbiosis with it, learning from it and themselves achieving a synthesis between cultural traditions and development requirements.

A concern for relevance in many cases also makes it necessary to revise the rules that have been followed hitherto with regard to examinations and promotion, which in most cases are too similar to those used in the systems of the former colonial powers and which, because of the successive eliminations they entail, tend to increase the wastage rates to an extent which the African countries cannot afford. Moreover, they constitute an element of rigidity and formalism which permeates the very spirit of the educational system, and takes no account of values, experience and skills which could well be used in many cases as criteria in assessing acquirements and aptitudes. This is particularly serious in the context of an education which is designed to be life long. The division into successive levels linked to one another springs more from an élitist outlook than from a rational organization directed towards the satisfaction of the aspirations of individuals and the needs of society. African schools will continue to turn out hundreds of thousands of young people doomed to underemployment and unemployment so long as the various levels of schooling are not also designed to provide the skills that give access to productive employment, even though additional short courses of training may be needed in some cases.

I shall not dwell at length on the contributions of the universities and other institutions of higher learning to national development. The heavy financial burden which they lay on governments and the high qualifications of their teaching staff mean that their resources must be placed fully at the service of the advancement of the African countries.

African universities have, it is true, made many attempts to develop their extramural educational activities for young people and adults but it seems to me essential that still greater efforts be made in this field: universities should not only be places where an élite is trained but their influence should extend to the whole community. In order to do this they should assume three different but complementary rôles, those of training, research and production. It is because they are

all too often inward-looking and their members in many cases look toward the universities of developed countries rather than at the realities of the world which they are called to serve that many universities or certain parts of those universities appear to be superimposed bodies. Universities should also bring together research workers in the natural sciences, the social sciences and the humanities in order to enable them to study ways of encouraging the harmonious development of the community of which they themselves must form part.

Research must, of course, concern both pure and applied science if it is to lead to productive activity and promote expansion. In such a company as this it is hardly necessary to stress the particular importance which the application of science has for the continent of Africa. In all spheres, from the exploitation of mineral resources to agriculture, industrialization or health, new research geared to the conditions and needs of Africa is particularly necessary because of the rich promise it holds out for the future. If science is to liberate rather than enslave, it is important that, like technology, it should be introduced in such a way as to make it accessible to the masses. In the case of education, universities could probably do still more. For example, the work of specialists in psychology, educational theory, linguistics and sociology, to name but a few disciplines, could usefully be linked more closely with that of the ministerial departments responsible for educational policy and reform, and with that of the research institutions which they have often established to assist them in their work.

I now come to the item on your agenda entitled "Innovations and planning of reforms in Africa", which, like the previous item, it would be useful to examine in commission. We are, I think, all agreed that innovation, in the sense of a deliberate effort to improve all or part of the educational system, is essential. Whilst the multiplicity of spontaneous innovations is something to be preserved and encouraged, it should always be remembered that innovation is not an end in itself but is to be seen in the context of a coherent reform. I am, incidentally, pleased to be able to pay tribute here to the many African countries which have succeeded in translating their policy aims into changes in operating methods, new activities and new institutional patterns. For this reason, rather than go over the innumerable innovations already tried out or those which are foreseeable, I would like to call your attention to some of the problems of fitting innovations into the framework of a reform and making the most of them. In this connexion you may wish to examine a number of specific questions raised by the subject of innovation. What are the most favourable conditions under which to introduce an innovation? What are the main forms of resistance into which it runs? What sort of collaboration should be established between the institutions or individuals responsible for innovation and the people responsible for education policies and the management of the education system? What connexion should there be between innovation and research? How can the necessary coherence be maintained between a set of diverse innovations and how can they be generally applied and supervised? Lastly, a question to which, in view of the responsibilities which you bear in your respective countries, you will I am sure attach particular importance, what place should the bodies responsible for innovation occupy and what sort of relationship should be envisaged between them and ministerial departments?

As to the nature of innovation, there are, I believe, two rules to be followed, rules which are contradictory in appearance only: firstly, in order to avoid wasting time and effort, one ought to study the experiences and achievements of other countries and to have no qualms about taking ideas from them; secondly, one must never believe that an innovation can merely be transplanted, as it is and grafted on to a different education system which would be certain to reject the transplant. In this respect, intelligent adaptation and development from within are the keys to the relevance to which I have several times referred.

It also goes without saying that the more similar someone else's experience is, the greater its chances of being usable. This was why Unesco, when setting up an international service for information and study concerning educational innovations within the International Bureau of Education, thought it necessary to promote collaboration in this field between the countries of one and the same region. In 1973 the Organization launched an Asian Programme of Educational Innovation for Development within the framework of the Bangkok Regional Office, linking together the educational research institutions designated by the Member States concerned into a single network. This Programme has already rendered very valuable services by providing opportunities for exchanges between specialists and for the pooling of certain results.

At its eighteenth session, the General Conference authorized me to use the experience thus gained to establish regional networks for innovations in other regions. In compliance with this decision and after consulting your governments, I instructed two groups of Secretariat officials and consultants to carry out a mission to 14 African States for the particular purpose of exchanging views with your governments so as to find out if they were interested in certain specific projects and to define priority fields, to determine the contributions that the different countries could make to them and the possible ways and means of carrying them out. These missions showed that the projected programme met a long-felt need. It also emerged that each of the countries consulted had at least one innovative project to offer which was of potential interest to other African countries. Lastly, the countries consulted thought that it was not necessary to set up another Regional Centre but that it would be sufficient to establish the necessary machinery for exchanges of experience as, for example, had been planned in the case of Asia. Your Conference thus gives me an excellent opportunity for taking your opinions on the various aspects of this

problem which document reference 3 places before you. If you think, as I do, that it would be advisable to set up the proposed machinery, I shall put forward a suggestion to this effect at the General Conference when it meets in Nairobi for its next session.

This brings me to the questions dealt with under the item on your provisional agenda entitled "Regional and international co-operation: objectives, ways and means". At a time when Africa has gained in self-assurance and has many educational achievements to its credit and is thereby already in a position to train its own specialists in growing numbers, I consider that international relations in regard to education between the countries of Africa should be strengthened by regional co-operation. There are strong cultural as well as economic and even political arguments for this, since such co-operation would enable the best use to be made of resources which are often geographically close together and are still under-used, and to strengthen the unity of the continent, to which these countries attach so much importance. Admittedly, such co-operation is already a reality in many fields, in particular in the field of higher education, but it might be carried further since the intake capacity of certain universities is not being fully utilized and since it seems both possible and advantageous to envisage the specialization of certain university institutes on the principle of complementarity. In this respect, mobility of teaching staff and students between universities is very important. For this reason, it would, in my opinion, be highly desirable to draw up a convention on the comparability and recognition of studies, degrees and diplomas in higher education among African countries, as recommended by the Committee of Experts which was convened by Unesco in 1975. This type of co-operation is, moreover, far from being the only one which might be envisaged at regional level. It might, for example, be advantageous for several countries to pool their resources in order to establish a school textbook publishing house or an industry producing teaching equipment.

Regional co-operation naturally does not preclude international co-operation, which remains essential as regards both material resources and intellectual exchanges. But I am sure you will agree with me that, for a whole series of reasons to which I have already referred, and which are considered in detail in the main working document, the procedures for such co-operation and the spirit in which it is conducted need to be fundamentally reconsidered. Not only should it be conducted on the basis of complete equality, but it should abandon the rigid patterns which perpetuated, in too simplified a fashion, outmoded patterns of aid based on the idea of transfer pure and simple. I think it essential that inputs of external aid should be defined in open and innovative terms on the basis of free negotiation between the parties concerned and in accordance with the objectives of national education policies. A number of encouraging examples of this already exist and you will probably wish to examine ways and means whereby the African governments could concert their efforts in order to define the spirit and determine the shape of a new form of international co-operation. If, as we all believe, education is an essential factor in development, the new international economic order will come into being only if international co-operation in the field of education conforms with the principles of justice and equity upon which such an order must be based.

Ladies and gentlemen, as I have gone through the main points of your agenda, I have, I think, made sufficiently clear the onerous nature of the task ahead of you. It could hardly be otherwise considering the complexity of the problems which you are going to consider and the vital importance of the progress of education for the States of Africa.

I should therefore like in conclusion to express three hopes. Firstly, I hope that, fully conscious as we are of the immense difficulties which lie ahead, we will be able to resist the all too easy temptation to lose heart. Voices are indeed sometimes heard questioning the validity of the priority given to education. But if the full development of the human being, the tireless pursuit of dignity and improved well-being, and the advent of a more just society are indeed, as we all believe, the aims of development, that development can only be based on more widely available education and one which is better adapted to its objectives. Secondly, I would hope that the education provided to every man, woman and child in Africa will give them not only a sense of national solidarity and pride in the culture from which they come, but also the determination to create a future commensurate with that pride. Lastly, I hope that education will also help to link all who live on this continent with the fraternal community of man whose destiny they share, a destiny unsure and still indecipherable but in which I hopefully believe I can discern justice and peace.

Address by His Excellency
Mr. Nourreddine Djoudi
Representative of the Secretary-General of
the Organization of African Unity (OAU)

Mr. President,
Mr. Director-General,
Ministers,
Your Excellencies,
Ladies and gentlemen,

It gives me particular pleasure, on behalf of the Secretary-General of the Organization of African Unity, to welcome the holding of this third Conference of African Ministers of Education, organized by Unesco with the co-operation of OAU.

May I begin by voicing my sincere thanks for the extremely warm and fraternal welcome which the Government and people of Nigeria have so kindly extended to us at the very time when this great country is overcoming its difficulties and contradictions - all of which are, in any case, due to a particular combination of circumstances - and is once more taking its place in the vanguard of the struggle of the African continent to assert its dignity and individuality in the face of the forces of colonialism, racism and apartheid.

I also thank all the delegations and all the Ministers of Education whose presence here gives irrefutable evidence of their desire to devote their knowledge and experience to seeking a better society for Africans.

Mr. President,
Your Excellencies,
Ladies and Gentlemen,

In the increasing struggle being waged by Africa to reinforce its independence, education, in the broadest sense and with all its most subtle implications, is undeniably the key to the future of our continent.

The first Unesco Conference met in 1961 at a time when some of our countries had only just achieved independence while others were still waging an armed struggle to regain a personality, an identity, a culture and a justice which colonialism had always refused them. This was also a time when the Organization of African Unity was still only an aspiration in the minds of our peoples and did not exist as an institution.

Africa, which was politically young but with the wealth of several thousand years of civilization behind it, then set itself what are generally referred to as the Addis Ababa targets and launched the concept of inter-African co-operation.

Seven years later the Nairobi Conference on education and scientific and technical training in relation to development in Africa endeavoured to define the 1961 targets more precisely and to translate them into practical terms.

Our task today is to undertake, without indulgence but also without false modesty, a critical analysis of our progress to date, in the light of what our governments want, the obstacles they have encountered, our shortage of material and human resources, and also, in many cases, our reluctance to shoulder our full responsibilities in order to break the remaining bonds of an education system which we had no part in devising and which was designed to serve aims other than those of providing the African masses with an education in keeping with their aspirations and with the ideals, and above all the personality, of Africa.

The Organization of African Unity, preoccupied though it may have been with the priority problem of decolonization, has not, however, neglected the fundamental problem of education, since true independence presupposes the decolonization of men's minds.

On the basis of this principle, the OAU General Secretariat, working in close co-operation with Unesco, has addressed itself to the task of providing Africa with the resources which it will require not only in order to educate its masses, and thus, by its own efforts, to attain a level equal to that of the rest of the modern world, but also, and above all, in order to take its rightful place in world civilization.

To this end, OAU has established a Commission for Education, Science and Culture which has already held three regular sessions.

At its first session in 1969, not only did it consider the recommendations of the Nairobi Conference but it also raised the problems of pre-primary education and the equivalance of degrees and diplomas between the countries of the same continent, bound together as they are by a common destiny although divided by colonialism, which, though basically the same everywhere, varies widely in its manifestations.

Since then, our Secretariat has constantly been engaged in studies and sustained research

involving all its Member States so as to be in a position to propose a single framework and an integrated pattern for a system of education devised by and for Africans.

Mr. President,
Your Excellencies,
Ladies and gentlemen,

In the brief time at my disposal, and with the best will in the world, it would be to say the least presumptuous on my part to hold forth confidently in the presence of a gathering of such eminent ministers and specialists who are so thoroughly familiar with the true problems faced by Africa.

May I nevertheless abandon solemnity in favour of sincerity and technicalities in favour of principles and give what is admittedly a very sketchy account of some of the problems which we regard as important.

I shall intentionally refrain from speaking of the highly complex and important technical problems which you will be discussing during this Conference and shall confine myself to outlining a number of general ideas which, in our view, reflect the true nature of the problems we are facing.

Since the time when we defined the Addis Ababa targets, and above all since the Nairobi Conference, we have endeavoured to focus our activities upon a certain number of seminal ideas. In particular, we have endeavoured, in the light of a critical study and, as I have already stated, without being indulgent towards ourselves, to review the situation with regard to education in Africa since 1968.

We have in particular turned our minds to the cost of education and to the resultant budgetary implications for each of our respective States.

We have also studied problems such as the allocation of public funds and the endeavour to find the investments which are necessary for raising the standards and improving the forms of education, for shifting the focus of interest from urban centres to rural areas. We have also considered promotion criteria and the rôle to be played by our universities in defining what higher education should be and determining who should be its beneficiaries.

We have also made a lengthy study of innovations of the planning of the reforms to be carried out in Africa and of mass education within the general framework of the development strategy of individual States.

Mr. President,

We are obliged to acknowledge that these ideas, however noble they may be and however great have been the efforts to make them a reality, are somewhat outdated: it appears, indeed, that we have achieved a measure of quantitative expansion on bases which have served their time and have ceased to be appropriate.

No one can deny today that in a few short years the number of qualified people, particularly in the field of education, has increased considerably in Africa. It must also be acknowledged that these teachers and educators, even if they are better in qualitative terms, have been trained within the framework of structures, and, more important still, within a conceptual system, totally alien to the spirit, the essence and, in short, the soul of Africa.

We consider that the quantitative growth of the skilled manpower of Africa can have no meaning unless it proceeds from keen awareness of the realities of the African situation and draws its inspiration at the very fountainhead of what is both the inherent nature of the African continent and its calling to a universal mission.

This necessarily implies a total and thoroughgoing reform of the educational structures in our continent. It must be a reform of the spirit of education and should take into account all that is specific, original and intangible about Africa. It must also be a reform of a practical nature, one which is closer to reality and will lead to a symbiosis between the African intelligentsia and the African masses, who, though humble, have a sublimity of their own.

No system of education, however efficient, can ultimately be valid unless it first of all gets rid of a set-up which is foreign to Africa in that it has been designed and worked out in accordance with norms that are alien to our way of thinking, our philosophy and our true nature as Africans.

It is not my intention to plead in favour of an Africa which, in a reaction against a depersonalizing system, would turn in on itself, withdrawing into a sort of cultural "splendid isolation". But it is certainly my duty, out of my profound conviction, to repeat that while Africa does not wish to isolate itself, it will not consent to lose its own identity.

Africa intends to assert its personality, drawing strength from its most authentic sources, but at the same time it is leaving the door open to all positive contributions from without and hopes to be able to make its contribution to world civilization, which it can and should enrich.

It is therefore on the basis of this fundamental concept that, in our view, the reform of education should be carried out in Africa.

Secondly, Mr. President, education in Africa cannot be designed, defined and worked out without taking into account African political, economic and social conditions.

We can only regret that the fundamental concept of the establishment of a new world economic order should be understood solely in a restricted purely economic sense.

In the Third World, and in Africa in particular, to divorce education at the university level, as well as at the level of mass education, from the general context of national development would be a mistake to say the least.

In a world that is rapidly changing and hungers after justice and equity, education constitutes one of the most important elements in the harmonious economic development of our States.

At a time when the peoples of Africa are engaged in revitalizing their past cultures in order

to enhance their cultural heritage and rediscover their identity, which was deliberately ignored and alienated by foreign cultural and educational systems, our education programmes should not only aim to place greater value on our culture but also to make a corresponding contribution to our general development effort.

In this context, full participation by our peoples at large, educated and freed at last from ignorance, disease and poverty, would, we are sure, be the best guarantee of a harmonious and fruitful development.

The democratization of education, universal access to education, the restructuring of educational systems on the basis of our own particular characteristics, of wide-scale and natural use of our national languages, and of a veritable resurgence of the true values of Africa, disencumbered at length of a system alien to it - these are the basic elements of what ought to be the cornerstone and the very foundation of an authentically African system of education.

In bringing this about, we should not forget those of our brothers who are still suffering even today, the effects of the all-out efforts on the part of racism and Zionism to destroy and alienate all that constitutes their culture and at the same time an integral part of the human heritage.

Mr. President,
Your Excellencies,
Ladies and gentlemen,

I should not like to conclude my address without offering, on behalf of the Secretary-General of the OAU - on behalf of Africa indeed - a resounding tribute to Mr. El Hadj Amadou-Mahtar M'Bow, Director-General of Unesco.

At the risk of offending his well-known modesty, I must point out that the reason why he was Africa's unanimous choice was because Africa wanted to hail him as a persistent fighter for the African cause, and because it was profoundly convinced that his wisdom, his experience and his vitality would give the Organization the impetus, the youth and the drive that it so badly wanted.

It remains for me to express our profound conviction that this distinguished gathering, so rich in years of elating experience in the search for a system of education commensurate with the noble ideals that guide you, will take the decisions and make the recommendations necessary to solve at last the problems of such great urgency which face our continent.

You will also, I feel confident, prepare the guidelines and technical documents which are needed to enable the General Secretariat of the OAU to assume its full responsibilities and perform useful work, playing its rightful part in this noble task.

We are conscious of the heavy responsibilities that will be yours during this Conference, and I should like to assure you that the OAU will spare no effort to turn your recommendations into deeds.

Finally, I should like to express my sincerest wishes for the complete success of your work.

I thank you for your kind attention.

Appendix II

Address by Mr. Adebayo Adedeji,
Executive Secretary of the Economic
Commission for Africa (ECA)

Excellencies,
Ladies and gentlemen,

First, let me say what a great pleasure and, indeed, a privilege, it is for me to be here today to address you, the distinguished ministers on whose shoulders, individually and collectively, rests the responsibility of developing an education policy and programme that will, in the not distant future, change Africa from being the continent with the highest degree of illiteracy and the most technologically backward into one where education becomes a right and not a privilege, where technical progress becomes internalized through widespread provision of technical education, formally and informally throughout the society. Indeed yours is not an easy task. But it is a most challenging even if a daunting one. For, in the final analysis, an education system that is relevant and development-oriented is the key to Africa's future progress in all fields of human endeavour.

Since I assumed my present post some six months ago, I have had the privilege of addressing your colleagues, the Ministers of Trade when they met in Algiers in November and the Ministers of Industry at their Nairobi meeting in December. These meetings of African ministers responsible for one sector or the other of the economy provide a forum for undertaking an agnonizing appraisal of development in the particular sector, of exchanging experiences and of working out broad principles and goals and common strategy.

Mr. President,

This Conference is yet one more addition to the long list of major international conferences that have been held since the declaration of the United Nations First Development Decade and which were devoted to critical examinations of different aspects of the problems facing the developing countries of the world. In Africa, since 1961, the present Conference is the fifth in the series of major international African conferences devoted to an examination of education, science and technology in the context of development needs. These periodic reviews have been necessitated by the need to foster new educational responses to changing social, economic, political and cultural objectives of African countries in relation to broader-based changes in international relations within the world community.

What distinguishes this Conference from its predecessors is that it takes place towards the end of a period in which widespread and growing dissatisfaction with the failures not only of the international economic system but also of the national economic order has crystallized in demands for a new ordering of international economic relations and for a new strategy of development to permit the Third World to achieve an increasing measure of self-reliance and self-sustaining growth. It is only in this way that the problems of the Third World - notably, excessive external dependence, persistent mass poverty, rapid population growth and growing unemployment - can conceivably be handled by policy-makers, planners and national communities. For the Africa region, external dependence extends from markets and marketing to organizational and production skills, technology, finance capital, capital goods and services and even food. Very few African countries are today in a position to say what their own natural resources are and what could be done with them. Fewer can undertake the conversion of more than a modest amount and variety of such natural resources into semi-finished and finished products - and yet this is the heart of industrialization. When we join Latin America, Asia and the Middle East in pressing for reductions or removal of tariff and non-tariff barriers in advanced countries, to exports of processed agricultural products and manufactures from developing regions do we really visualize who is going to organize, in Africa, the package of capital, technology, finance, transportation and marketing involved and how and when this will be done? Do we plan for this or do we vaguely hope that someone will somehow, sometime do it?

We cannot even produce simple spare parts and components for most of the capital goods we import. When we speak of industrial development we veer between conventional import substitution industries - which have done little but drain our resources and create a host of problems - or the assembly or packaging of imported manufactured products. We accept, apparently without question,

the argument that the assembly of motor vehicles is the beginning of the process of learning how to produce them. Yet we know, deep down, that there is a major disjunction between the type of skills needed for bolting and welding parts together and the type of skills essential for the manufacture of the parts.

Mr. President,

The challenge of the New International Economic Order thus goes far beyond questions of the rôle of education in manpower development. It challenges us to say who we are and where we are going; to define ourselves not as willing caricatures of other advanced or semi-advanced countries but in terms of our own resources; of imagination; of energy, of vision; of perception and inventiveness and of initiative. Since, the African education, in the broadest sense, lies at the bottom of the problem of establishing an identity, I felt compelled to make this point because hereafter I propose to deal only with some nuts-and-bolts questions of education, skill and employment in relation to general socio-economic strategy.

It is not necessary to recall in detail the major international declarations and resolutions - taken within and outside the United Nations system - which set out the main structural features of the New International Economic Order but I would like to draw attention to the fact that these were preceded by a declaration by the Heads of State and Government of the Organization of African Unity in May 1973, which anticipated many of these features.

The collective search for a new international economic order poses serious challenges to both developed and developing countries. For developing Africa the broad problems to be addressed are already widely known: rapid population growth, a swelling flow of immigrants from vast poverty-stricken rural areas to a few large urban centres unable to accommodate their needs for social and economic recognition, for acceptance, for better living standards; excessive dependence on external sources for capital, skill, entrepreneurship, technology, markets and food; national socio-economic structures so marked by discontinuities as to defy manipulation by conventional planning tools and policy instruments. Clearly new socio-economic concepts and strategies are required; new realignments of priorities are necessary; and men and women with new ideas and new schemes manning both new and reoriented institutions are called for. I believe that the pursuit of multiple national objectives relating to employment creation, the reduction of mass poverty, the initiation of an internally located and autonomous process of growth and diversification of the African economies will not be possible without deliberate engineering of linkages and interactions among productive sectors particularly among industry, agriculture and the rural sector. The industrial structure in most African countries today appears ill-suited for this purpose. Its restructuring will inevitably depend on close economic co-operation among States where efficient production of the technical inputs into other sectors required the pooling of multinational resources and markets.

In a region in which 26 out of 47 independent States have, on present estimates, a population of five million or less and only two have a population of over 30 million, multinational economic co-operation is a necessary condition of the successful pursuit of national socio-economic goals.

Education has always been regarded as one of the principal components in the inputs which the developing countries require for achieving an increasing measure of self-reliance and self-sustaining growth but we now realize that general propositions such as that higher education must be expanded or that universal primary education is a good thing have little meaning until they are spelt out in relationship to carefully defined needs and potentialities.

It follows, therefore, that we are discussing, in broad terms, two aspects of education: education for innovation and innovation in education. It is inconceivable that the communication of ideas and their widespread adoption, and the transmission of knowledge and skills to the mass of the African people can be effected within the foreseeable future without major and radical changes in our approach to the processes as well as the material means of communication and transmission. Since we have now reached the stage where we can no longer wait upon philosophy and theory, I propose to put before you a number of practical issues in these two aspects of education.

One of the features of university-level education in Africa which has come forcibly to our attention in the Economic Commission for Africa is the asymptotic relationship of the subject structure to current and anticipated needs of high-level man power. It is understandable that this structure was profoundly influenced in the early years of university development by the needs of the day - the Africanization of the higher levels of policy-making and execution in both public and private sector institutions responsible for the major elements in social and economic life.

It is difficult to understand why the subject structure pattern persists in large parts of the region when the pattern of needs has now manifestly changed. The extraordinary dependence of the region on multilateral and bilateral assistance for project conception and design, i.e. for pre-feasibility, feasibility and engineering studies alone is one measure of the inadequacy in quantity, quality and technical mix of the output of third-level education. When we come to installation, operations and maintenance the scope of this dependence begins to assume awesome proportions. It has always seemed to me difficult to believe wholeheartedly in declarations of our intentions to embark seriously on industrial development when the manpower required for the exploration, evaluation and extraction of natural resources, and even more, the manpower for converting natural resources into semi-finished and finished products is not forthcoming or even foreseen.

The ramifications of this deficiency in subject

structure cannot be fully examined here but a few examples will help. It contributes to the repeated paralysis of national development plans and even more to the frequent failure or delay in the realization of public sector projects. This is, in itself, unfortunate. But it is not often appreciated that such failures and delays tend to inhibit the emergence of associated private sector projects with the consequence that employment opportunities are not expanded rapidly.

Although it cannot be asserted with confidence that education produces entrepreneurs, there is little doubt that it contributes to the effectiveness of the entrepreneurial rôle. Yet discussions about unemployment frequently concentrate on capital and technology with apparently little regard to the fact that, for the bulk of the labour force, an employee requires an employer and even the most sophisticated employer needs support services often requiring specialists in such subjects as business finance, production planning, marketing cost accounting, plant layout and the like.

One of the gravest consequences of the subject structure problem is the failure of counterpart training programmes incorporated into technical assistance projects. Without Africans equipped with the basic disciplines to benefit from counterpart training the large-scale process of skill transmission essential in the present and the future will not begin. It is difficult to understand why insistence is put on these provisions when so little is done to repair a deficiency which defeats its implementation.

There is, of course, the obvious consequence that whilst we are concerned in trade negotiations with adverse trends in the visibles account, the invisibles account is worsening steadily as a result of this extreme dependence on skill imports. Any proposal to expand and diversify the national socio-economic system is, logically, a proposal to extend the dependence to extraordinary proportions. The situation is concealed, of course, by presenting university level outputs in sub-aggregates so that a dangerous belief that we are not doing so badly may be unintentionally encouraged. It is useful to know how many graduates our universities produce in civil engineering, mechanical engineering and the biological sciences. It is much more important for us to know how many metallurgical engineers, food technologists, industrial chemists, chemical engineers, design engineers, foundary technologists, and rural sociologists and specialists in business management and finance they are producing.

Another aspect of the subject structure problem is the prospect, if not the reality, of graduate unemployment. I cannot help but believe that with a little imagination, with some investment and some flexibility in academic attitudes, we can devise bridging courses at the undergraduate and post-graduate levels to shift students from escalators taking them in the wrong direction to those taking them in the right direction.

When we come to qualitative questions one is forcefully impressed by the relative isolation of the student from the realities of the environment into which he will step on graduation and in which he is expected to justify the investment in his education. This is one side of a coin, the other side of which is the neglect of valuable resources of teaching and learning available within the community. Put bluntly, it is the business sector (whether public or private) that is in a position to discover the insufficiencies of the product of third-level education. Whilst it is conventional for this sector to contribute towards the physical infrastructure of education and manpower development, there is less satisfactory evidence that effective arrangements exist for even more significant contributions to be made, e. g. to curricula design and reform, to teaching, and to learning via sandwich type of post-graduate on-the-job training. Beneficial as these may be, we need, in the circumstances of the Africa region and, in the face of challenges posed by the New International Economic Order, to go further.

A less tractable qualitative issue has been described in a number of ways: lateral thinking; learning to think; learning how to learn; acquiring the capability for problem recognition and problem definition.

It is conventional to press the advantages of a problem-solving orientation in education but at least in respect of this region, we need built-in attitudes and capabilities which help to focus attention on sometimes apparently unrelated phenomena to recognize a problem and to define it. Indeed, it is possible to argue that problem recognition, analysis and definition constitute important steps in the process of problem solving.

Mr. President,

On the subject of middle-level education, I shall confine myself to only a few points. The first is an intuitive judgement that we have not yet, at the level of policy-making and project conception in the field of human resources in Africa, begun to familiarize ourselves with the terminology of manpower for accelerated economic growth and diversification. How many senior officials in Ministries of Education know that in the metal manufacturing and metal using industries, production depends heavily on such highly skilled operatives as fitters, turners, machine-tool setters and operators, tool and instrument makers, moulders and core makers, welders, pattern makers and so on? How many realize the extent of our dependence on outside sources for reading design blueprints and for setting up equipment, for setting up and operating tool-rooms - a critical service for continuous production operations?

The second and third points are closely related. For societies without an extensive industrial tradition we may well have to begin to think seriously of the systematic introduction of technology into second-level education. It is not usual to be told that two main weaknesses of African second-level education are the dominance of grammar school type curricula with its reliance on verbal excellence and the failure of that level to stand in some degree of independence of the third level. The cure for the predominance of literary traditions is sometimes supposed to be in larger doses of

mathematics and pure and "applied science". Mathematics, after all, is also a language whilst pure science complements the élitist attributes of literature and the classics.

The genuine corrective to both weaknesses, I suggest, is the inclusion of technology, which I consider a less aristocratic and more concrete concept than applied science into the curricula of our secondary schools.

But the introduction of technology in second-level education, apart from the problems of curricula redesign, the development of qualified teachers and the resistance natural to an allegedly conservative profession, will require mass production not only of the scientific supplies now accounting for substantial foreign exchange payments but for heavier, more complex and more expensive equipment. The organization of production of these supplies and equipment is, I am convinced, a matter of great urgency.

The expansion and qualitative improvement of learning and teaching of the second and third levels which are suggested here automatically raises - my fourth point - the dreadful question of costs in terms of local expenditures as well as of foreign exchange. The development of the pulp and paper and the printing industries in Africa, together with import substitution in equipment for science and technology in schools, technical colleges and universities should, if taken up early and seriously, go some distance towards relieving the pressure of education on foreign exchange resources. Are the Governments of Africa going to take them as seriously as they should? This is a question which only you can answer.

In terms of domestic resource allocation, the picture does often look odd not only because too much goes into expensive buildings and their maintenance but also because too much goes into urban, at the expense of rural, investment in education. It is particularly unsettling where the bulk of building materials - in terms of costs - have to be imported and where a substantial part of school building construction in the cities is undertaken by companies dependent on factor inputs for which substantial outward transfers have to be made.

The challenge of education in rural areas, to which I will turn shortly, demands that we should take the cost of school buildings seriously if we are not, unwillingly, to pave the way for disaster in the years to come.

Mr. President,

This leads me to the rôle of what has been described as the technical entrepreneur and of industrial sub-contracting. It is now reasonably established that many new businesses are established, particularly to exploit new inventions by technologists and technicians with an interest in business. Indeed, the historical record shows that a large number of inventions have been the product more of small- and medium-scale than of large-scale enterprises. It would seem to me that we need to look a little more into the concept of the technical entrepreneur, consider his potential rôle in the process of technological innovation and employment creation and decide in what ways the formal part of his education can be designed so as to encourage the emergence of more technically trained people with an understanding of business processes.

It is now becoming popular to speak of sub-contracting. I myself believe that, under certain conditions, it can be a very effective mechanism for spreading managerial and industrial skills, for diffusing innovation and for expounding the supply of good quality industrial entrepreneurship. But sub-contractors must produce to exacting standards of design and quality and keep to tight schedules. The technical supervision and training of operatives that this calls for cannot be lightly taken for granted. Surely we must begin to concern ourselves with such end uses of graduates of the second level.

It would be difficult to leave the subject of education in relation to economic growth and diversification, skill development, and employment without brief references to a number of concepts and practices of importance to a new strategy of resource mobilization and use. One is the degree of skill intensity associated with different industrial operations. Another is the rôle of job analysis in determining the skill complement of production processes in designing phased-training programmes for skill development. A third is skill substitution: the extent to which some skills can be substituted for others as for capital. A fourth is the relationship of labour productivity to routinization of production procedures, the learning curve and on-the-job training.

I mention these for three reasons: firstly, if the specific jobs are not there and they are not there because the industries are not there, the learning cannot be done. The strategy called for in the New International Economic Order would thus suggest that policies for skill development to be worked out will include large-scale on-the-job training. It may require multi-nation co-operation in exploiting opportunities available within the region. Alternatively, it tends elsewhere to form part of negotiated deals on sales of raw materials, equipment purchases or joint ventures.

The transformation of the rural areas requires, among other things, equipping very large numbers of men, women and young persons with a great variety of new or improved skills for generating income in farm and non-farm activities. If we imagine a country with a rural population of between 4 million and 9 million it will help us to grasp what this means in terms of physical means of mass communication - say radio and television - the preparation of broadcast material (and the training of Africans to prepare this material), the supply of blackboards, chalk and other writing materials, the production and supply of reading materials, the organization of feedback information and evaluation etc. Without mass demonstration of opportunities and ideas and without mass transfers of skills no process of self-sustainment and

self-reliance can take hold. Are cabinets and planners beginning to feel, if not desperate, at least very uneasy about these matters? What priorities have to be downgraded? Where are the economies to be effected? How are these savings to be converted into the goods and services required? How is research to be geared to these questions? These are not questions which, I feel, can be evaded or put off. They have an organic relationship to the whole question of internally located and autonomous processes of growth and diversification and to the problems of unemployment and poverty.

As I understand it, the struggle is more fundamental than that. What needs to be redistributed is not income per se but the capability to generate income and the capability to hold on to an increasing share of the income generated. In Africa it will be difficult, if not impossible, for its share of the world product to increase unless close and immediate attention is paid to the ways and means of engineering a technological revolution without which industrial and agricultural revolutions cannot take root in our society and become internalized in the development process.

Honourable Ministers, this is the challenge which faces you. I have no doubt that you will rise to it. For unless you do, all the effort to restructure the world economy and to give developing countries sovereignty over their national resources will have no significant impact in most African countries.

Before bringing this statement to an end, may I suggest that whatever decisions you may arrive at, whatever course of action you may map out, you should consider seriously setting up necessary machinery for the follow-up and monitoring of their implementation. As you are probably aware, the Ministers of Industry who meet biennially have for the same reasons found it necessary to set up a Ministerial Follow-up Committee on Industrial Development in Africa which between conferences is responsible for monitoring and supervising the implementation of their decisions. This Follow-up Committee consists of 12 ministers drawn from the four sub-regions of Africa and the three co-sponsoring organizations - ECA, UNIDO and OAU. In your case, you may therefore wish to set up a similar institution. We can no longer afford to have African ministers meet and pass resolutions without ensuring that appropriate follow-up actions are taken.

Finally, let me wish you all a most successful and rewarding Conference.

Mr. President,

From what I have said so far, it will have become clear that we in Africa do not yet seem fully seized of the need to promote an atmosphere in which science and technology can begin what Paul Hoffman describes as "an organic and root-taking process". In fact, one can go further to suggest that Africa is yet to become fully awakened to the one critical factor that has kept it behind in the development race since the Industrial Revolution took place in Europe. Industrial revolution cannot take place in Africa without being preceded by a technological revolution and this cannot happen until science and technology have taken root in our societies.

Our experience since independence is enough to convince us of this. At independence, we were made to believe that through the provisions of generous fiscal and other incentives to foreign investors, there would emerge, somehow, a dynamic and self-sustaining industrial sector. Consequently, African countries are today littered with heterogeneous collections of high-cost industries often of quite peripheral significance. All they have succeeded in doing is to establish industrial enclaves which are surrounded by a vast sea of poverty. Fortunately there is a growing realization that industry has an inner structural logic, that linkages within the industrial sector are as important for its vitality as linkages between industry, agriculture and the other sectors. And that the king pin to industrial revolution, to a dynamic and self-sustaining industrial sector, is science and technology.

The set of resolutions adopted in different forms and aimed at the establishment of a New International Economic Order have as one of their major objectives a rearrangement of the international economy in such a way as to facilitate the acceleration and diversification of economic growth in the Third World. Never before in the history of mankind have the nations and peoples of the world become so conscious of their interdependence as at present. However the struggle for a New International Economic Order is sometimes thought of as a struggle for the redistribution of world income.

Address by Mr. Mohi Dine Saber,
Director-General of the Arab States
Educational, Cultural and Scientific
Organization (ALECSO)

His Excellency Ahmed Mokhtar M'Bow, the
Director-General of Unesco,
Your Excellencies, Brother Ministers,
Ladies and Gentlemen,

In the name of the Arab Educational, Cultural and Scientific Organization and in the name of the Arab nation which it represents, it gives me much honour to greet your great educational Conference which represents the aspirations and hopes of the African peoples in the sphere of human development so that they may rise to the level of contemporary world civilization and to continue their historical contribution of genuine thinking characterized by depth and freedom, aiming towards good and peace.

I also hail this great African homeland Nigeria, people and Government for arranging this meeting for us on its good soil which has always been one of the cradles of immortal African thought and art.

I seize this opportunity to express my profound gratitude to the Director-General of Unesco for this kind invitation to participate in this great Conference and pay tribute to the close co-operation between Unesco and ALECSO which is taking numerous forms at various levels in all the spheres where the two organizations pursue their activities. It gratifies me to feel that this co-operation has developed to such a degree that each organization considers itself responsible for providing the opportunity for the success of their common projects in complete co-ordination and integration. The two organizations are in fact seeking the same objectives: the progress of humanity and the accomplishment of its interests, prosperity and integrity through the thought, science and behaviour of man.

Dear Brethren,

We feel that we are meeting here to discuss something essential concerning African education. Allow me to express my pride and my happiness that among us today and at the head of Unesco is a great African thinker and fighter my friend and brother Ahmed Mokhtar M'Bow, the man who represents the new African spirit and the ancient African civilization in all its genuine essentials, whom Africa presents to the world as a generous gesture to serve it in the noblest sphere: the sphere of humane thought, humane ability and humane conscience. We hail in his person Africa's thought, African freedom, African justice and African peace. We greet in him the capable man of the world who has proved during the period of his directorship of Unesco a penetrating vision, wisdom and ability to shoulder the burdens of his great mission in difficult circumstances. Mr. M'Bow's leadership of this great Organization is symbolical of more than one significance in relation to a world of common destiny and common levels of responsibility. I wish him the success he rightly deserves, for his success will signify the victory of the good values in this world. Mr. M'Bow belongs to the African generation that struggled for African freedom and unity and at whose hands so much has been accomplished. He is still struggling for progress and the removal of the vestiges of the abominable past. I remember when we were students in Europe a quarter of a century ago how we raised the banner of African unity, with Mr. M'Bow as one of the most prominent African youth leaders just as he is now leading the renaissance and contemporaneity movement. I still keep the map of Africa with these words written beneath it: "United Africa". That map was such a cherished possession of mine that I carried it from room to room while we were in Paris leading an unsettled, restless life at that time.

Your Excellencies,
Ladies and Gentlemen,

Imperialism, while draining African human and material resources, throttling its freedom and halting its artistic and intellectual development, tried to draw a new geographical map and record a new history. We had to accept all this and to know ourselves through others according to their own will. Africa was thus divided geographically into black Africa and white Africa: an Africa, south of the Sahara, and an Africa north of it. Culturally, an imperialist attempt was made to split Africa into Negroid, Berber and Arab. Even the Arabs living on African soil were considered non-Africans whereas European invaders

considered themselves Africans entitled to usurp African land on which they set up a racist State where Africans, the legitimate heirs of the land and its history, were persecuted.

Once imperialism had to depart in face of the African struggle, Arab-African solidarity proved itself a formidable force to be reckoned with, for such solidarity springs from a common spiritual and intellectual heritage as well as from common aspirations and causes. Now we have to carry on the march of liberation throughout Africa and to put an end to racial discrimination in all its cultural and material forms in South Africa and in Palestine. Our two peoples will continue to be united in their struggle until victory is won and until we have achieved the prestige befitting our history and culture for we founded the most ancient of civilizations that left the strongest and the most far-reaching impact on human life - a civilization based on justice and toleration and on supreme human values. We are today engaged in a glorious battle for freedom, prosperity, justice and peace. We are looking forward to a bright future closely linked with our glorious past.

Dear Brethren,

In our experience of the issues of the age we do not react on impulse; we do not meet prejudice with prejudice but with toleration and ability, with hope and realism in co-operation for the sake of progress and peace. We give voluntarily and give generously, we receive voluntarily and it is much we need.

In all this, dear brethren, we are building our identity and asserting our originality. We are building up African unity and world co-operation through creative diversity.

Dear Brethren,

Africa suffered a serious interruption in her spiritual and intellectual life. False facts were imposed upon her, her pure soil witnessed the brutalities of imperialism that destroyed the dignity of the African and his spirit. As educators we are called upon to rebuild the African man and to rewrite African history and civilization and to rectify our conception of ourselves and that of the world about us. Hence, is the enormous educational task facing us. There is no doubt that we are fully aware of all its dimensions. The building up of this man who is linked up to his heritage and values: who is capable of assimilating world cultural achievements, contributing and creating, is indeed the task of us all. Africa, which has lived in the heart of the civilized world throughout history as a creative force of civilization leaving an indelible impact on the course of events; Africa with its rich potentialities, will have to restore its mission. The greatest hope is pinned to her human wealth. Education is first and foremost the means of achieving this hope. Herein lies the major and serious challenge facing educators and responsible people in Africa. They have to solve the difficult but essential equation between our cultural identity as Africans and cultural entity as citizens of one world which is compared to an electronic village in which we should have our niche for we all share in building and protecting it.

These issues which you will have to tackle in your Conference are essential in the field of education in Africa. We are all familiar with major obstacles which were carefully designed and deliberately set up to effect the complete alienation of Africans from their cultural heritage and languages. But, with God's will, with our persistence, broad-mindedness, constant endeavour and fruitful co-operation, we will achieve our objectives.

Dear Brethren,

Your brethren who form part of the heritage of this continent and its soil are looking forward to more brotherly solidarity and struggle with you so far as the issues of development and liberation are concerned. At the beginning of this month in Khartoum, I attended an African-Arab dialogue on these issues. African and Arab thinkers and intellectuals met there and reached laudable constructive decisions. The free and genuine African stance towards Palestine and her people's rights is one of solidarity, a stance that gives emphasis to the unity of destiny and objectives. Likewise, Arab-African solidarity over racist issues in South Africa and the occupied parts of the dear continent including Namibia and Zimbabwe is yielding dividends in all its fields.

As for educational issues, ALECSO has assigned a great deal of its scholarships to African students. The organization seeks to consolidate inter-African and Arab State relationships in many of its programmes. It has set up an international institute to prepare specialists for teaching Arabic to non-Arabic speakers in Khartoum, where it has been in operation for two years. This institute aims among other things at publishing African heritage originally written in African languages such as Hausa and Swahili. Besides, large numbers of African students are pursuing courses of study side by side with their fellow Arab students without a sense of alienation or isolation in Arab countries for they all have common intellectual and spiritual bonds.

I sincerely cherish the hope that greater co-operation with Unesco will be realized in the future.

Your Excellency, the Director-General of Unesco,
Your Excellencies, Brother Ministers,
Ladies and Gentlemen,

I renew my thanks to the Director-General for providing this opportunity for the ALECSO delegation to participate in this great Conference. I wish you all success in your studies, deliberations and resolutions through which educational objectives will be accomplished for Africa: the land of freedom, the land of prosperity and the land of peace.

Thank you for your kind attention. Peace be upon you and God's mercy and blessings.

Address by H. E. Lt. Col. (Dr.) Amadu A. Ali,
Federal Commissioner for Education, Nigeria

The Director-General,
Your Excellencies,
Honourable Ministers,
Distinguished Delegates,
Ladies and Gentlemen,

It is with great pleasure that I welcome you to Nigeria at the opening of this Conference. I wish to express to you my profound gratitude for electing me the President of this meeting. I sincerely hope that our deliberations will be fruitful.

Preamble

Our continent faces the problem of rapid socio-economic changes which pose great challenges for the education system. The manpower needs are great but the education system, which is a legacy of our colonial past, is grossly inadequate to meet the needs of the governments of the member countries. Emphasis has hitherto been laid on the ability to read and write but with the growth of the national economies, there has arisen the need for trained technical personnel to man the services. The illiteracy ratio is high and there is shortage of teaching staff leading to an undue dependence on outside assistance; where this is available at all; or frustration in falling behind targets. There is need, therefore, to wipe out illiteracy and make education available to the majority of the people. The universities are getting overcrowded and ill-equipped to meet the ever-increasing demand on them. They are also unduly rigid in their admission policies and it is really questionable whether they are applying themselves to meeting the peculiarities of our own background, culture and environment as well as the basic and immediate needs of our communities. The goal of the governments should therefore be the provision of relevant educational facilities which would ensure that every child receives the type of education commensurate with his abilities and in conformity with the aspiration of the society and the national goal.

As the agenda for this meeting indicates, we will, during the course of the Conference, have the opportunity of examining in depth some of the urgent educational problems facing the continent. Specifically, we will, among others, be receiving the educational situation since the Nairobi Conference of 1968 and will also discuss regional and international co-operation.

I would like to say a word about Nigeria's current policies for educational development as contained in the Third National Development Plan 1975-1980. It is the Government's avowed intention to build a "just and egalitarian society" and the country's educational policy is geared towards the achievement of that objective. The launching of the Universal Primary Education in September this year is a crucial step towards the attainment of that objective. The UPE Scheme is the greatest social programme ever embarked upon by any African Government. The educational system in the country is, therefore, geared towards building a free society with every member given the opportunity to discover his potentialities. The present policy and practice represent a shift from the past because of its emphasis on giving education to all citizens. In the past, the policy was based mainly on an élitist theory which laid emphasis on educating and training the bureaucracy. The present curricula efforts are aimed at diversification and the emphasis now is shifting towards technical and vocational training, so that youths who do not gain admission to our universities and colleges of technology can be self-employed or be able to acquire skills which will make them easily trainable. We shall be establishing four full-fledged universities, three university colleges and seven colleges of technology throughout the Republic in this plan period.

In most of our countries, the criteria for evaluating performance in our institutions are based on paper and pencil (ink) tests and more often than not it is conducted at the end of the course. These criteria must start giving way to the concept of continuous assessment of students, so that results become cumulative. To achieve this, we are giving serious consideration towards the establishment of test batteries based on our own cultural backgrounds and environments. These will be more relevant to our students.

Regional co-operation

Under the auspices of the OAU, we should be able to set up an agency which can co-ordinate,

monitor and disseminate all innovations in educational practice to Member States. We should exchange knowledge between ourselves first, at all levels. Results of research should be made freely available to all governments of Member States. This will call for the Regional Office to serve as a depository of data and disperser of information. The solution to our educational problems on the continent can be solved by improving all aspects of communication in our Member States. For example, we must intensify our study of African languages and culture, develop more cross cultural ties and our various governments must devote more energies to physical developments of roads, and other services. For educational reforms and innovations to succeed, we shall need also to train more education administrators, but more importantly, policy-makers must be re-educated, so that they could generate a new outlook of self-reliance and develop a pride in Africa and African heritage. The education administrator should be a facilitator and an agent of change.

I would also wish to seize this opportunity to say a word or two on a matter which has been engaging the keen attention of my Government in the field of regional co-operation and this specifically touches on the question of the funding of the Association of African Universities. The Association of African Universities, now with a membership of 53 universities, was founded in 1967 by the heads of African universities as an instrument of co-operation among our selves. Many of the universities are small by international standards and handicapped by lack of materials as in the supply of staff and equipment. By establishing an effective system of co-operation therefore, the universities hoped to pool their resources together by staff and student exchanges, regular consultations and dissemination of information thus leading to a better understanding of our problems and promoting African unity. The universities planned to give practical expression to their aims and objectives by a number of programmes. A documentation of information about all African universities was established. An inter-African Scholarship Programme which provides opportunities for students to study in member universities outside their own countries has been established for undergraduate courses. A small beginning has been made on a post-graduate programme designed to make some contributions to the training of future teachers at member universities. A programme of staff exchanges has been drawn up.

The Association of African Universities is facing serious financial difficulties. The Association has two regular sources of income: there are the annual subscription of member universities and the income from the Endowment Fund. The total subscriptions, assuming that every university fulfils its obligation is of the order of $44,000. A decision to establish an Endowment Fund was made by the Executive Board at their meeting in Lagos in January 1968. The target the Board wished to achieve was two million pounds sterling and the fund was to be invested and the interest accruing from it was to be used in running the Association and financing its projects. This target of two million pounds was based on the optimistic view that every African Government would contribute generously to the Fund. Following this decision, appeals were sent out through the Secretary-General of the Organization of African Unity to all heads of African States but the response was far from satisfactory. The Secretary-General of the Association recently toured some countries, received pledges of financial support which are yet to be fulfilled. It would seem, therefore, that the Association's main source of funds has continued in other hands outside our continent. It is undesirable to rely on this method of funding which is beyond our control and therefore insecure. The Association has appealed to my Government for additional financial assistance. My Government is willing to consider the appeal to increase Nigeria's contribution to the Association, in a substantial way. My Government would, however, like to see other sister member countries who are yet to fulfil their obligations to the Association doing so more seriously. We must all endeavour to pay our subscriptions. It is needless to mention that the laudable aims of the Association cannot be achieved without adequate financial support and sacrifice from all our countries. I believe it would be very useful for the Conference to hear views on this matter from distinguished delegates and colleagues in the interest of African unity.

International co-operation

The involvement of Unesco so far in our educational efforts has been rewarding and we in Nigeria are fully conscious of the effort already made in this direction and look forward with hope to areas of more co-operation. My Government is also particularly appreciative of the rôle being played by the Unesco/Unicef joint effort with the curriculum development project in the mobile teacher-training programme which is being administered by Ahmadu Bello University. There is no doubt that its help would be needed in future in the provision of experts, equipment, and materials and general financial backing in prosecuting researches and experimentation in education. May I, therefore, take this opportunity to thank the Director-General and his able staff for all they have done and to urge them to greater efforts; for the task ahead is still great.

Educational projects financed by the International Bank for Reconstruction and Development, however, are poorly executed, full of unnecessary delays and one wonders sometimes if IBRD loans are not directed at slowing down the pace of development in our countries? International Bank for Reconstruction and Development projects of so many years standing are far from completion, because the IBRD dictates the designs and specifies the type of materials to be used and more often than not specifies and orders the materials from countries of its choice. We are all in a hurry in this continent and such agreements only hamper our pace of development. I would rather

see the IBRD loans given to Member States to utilize local materials as much as possible in executing these programmes. This way, the programmes will be executed faster, cheaper and they will meet the needs of the community more appropriately.

The Director-General,
Your Excellencies,
Honourable Ministers,
Distinguished Delegates,
Ladies and Gentlemen,

In thanking you for coming here to attend the meeting and for your attention in listening to me, may I wish you a very pleasant stay in Nigeria.

Long live the United Nations, long live the OAU, long live the African Revolution!

APPENDIX III

CLOSING SPEECHES

Appendix III

Address by Mr. Amadou-Mahtar M'Bow, Director-General of the United Nations Educational, Scientific and Cultural Organization (Unesco)

Mr. President,

As this Conference of Ministers of Education of African Member States - a Conference which has brought together a greater number of countries than ever before - draws to its close, I should like first to express to the Government and people of Nigeria, on behalf of the United Nations Educational, Scientific and Cultural Organization, my profound gratitude for the warm and fraternal welcome which they have extended to us.

This magnificent building, which symbolizes the vigorous progress achieved by Nigeria and by the African continent as a whole, and the deep desire of the African people for the reinstatement of their cultures and the strengthening of the links which unite them, has provided the Conference with a setting worthy in every respect of the importance of the debates in which all the delegations here assembled have taken such an active part. I therefore beg you, Mr. Commissioner for Education, to convey my gratitude and that of Unesco to His Excellency General Murtala Muhammed for the generous hospitality of your country and to His Excellency Lieutenant-General Olusegun Obasanjo, the Chief of Staff, Supreme Headquarters, who honoured us with his presence at the opening session. I should also like to thank all the Nigerian authorities and all those who in their different ways contributed to the organization and smooth running of this Conference.

My thanks also go to the Organization of African Unity and the United Nations Economic Commission for Africa which, faithful to an already long-established tradition of close and friendly collaboration, co-operated with Unesco in the preparation of the Conference and have been present here at Unesco's side. I would like, through their representatives, to assure the Secretary-General of the Organization of African Unity and the Secretary of the United Nations Economic Commission for Africa that I shall do my utmost to strengthen the bonds which unite us in the service of the countries of Africa. In so doing I shall be acting in accordance with the wish expressed several times in the course of the Conference.

I think I express the unanimous feeling of the Conference in telling the representatives of the African States which are taking part in a Conference of Ministers of Education for the first time how much their contributions have been appreciated for their lucidity and as an expression of the wealth of their experience, acquired through suffering but looking courageously forward to the future. I hope also that these countries will soon be swelling the ranks of the Organization's Member States. Their presence here and their full participation in our debates represent for me the culmination of the efforts which Unesco is proud to have made, as far as its resources have allowed, in the context of its aid to liberation movements.

Finally, I should like to express my thanks to you, Mr. President, and to the Vice-Presidents, to the Rapporteur-General of the Conference and to the Chairmen, Vice-Chairmen and Rapporteurs of the two Commissions for the exemplary way in which you have one and all acquitted yourselves of your onerous responsibilities.

The success of the Conference, for I think we can, without undue complacency, speak of its success, is in large part due to you, Dr. Amadu Adab Ali, Nigerian Commissioner for Education. I know how patiently and skilfully, and with what tact, you have endeavoured to bring different views closer together to ensure that the spirit of tolerance, mutual understanding and solidarity for which Africans yearn should prevail throughout this Conference.

Ministers,
Ladies and Gentlemen,

Rather than attempt to sum up the results of your work point by point in an address which I wish to be brief, I shall simply share with you my first impressions - what I feel to be the distinguishing features of this meeting, giving it a special place in the series of Conferences of Ministers of Education of African Member States. The nature of the problems of education in an Africa faced with unexpectedly rapid and far-reaching changes is undoubtedly one of those features.

But in spite of the difficulties of the present situation and the complexity of the problems encountered by every African country, the debates which have just ended will be remembered by all who have attended them for their moderation and

calm. Moderation and calm in the assessment of past achievements, and lucidity in the analysis of shortcomings and in the attempt to find new ways of enabling education to take firmer root in the realities of African life and to serve the advancement of its peoples. It is not, therefore, surprising that a spirit of tolerance should have prevailed throughout the Conference and that, transcending the differences in ways of thinking and in the strategies adopted by the various governments, a considerable convergence of viewpoints should ultimately have emerged and have resulted in the adoption of all the recommendations in plenary session by general consensus.

It is both pleasant and reassuring for me to note also that not only do the African countries agree among themselves but their thinking coincides to a great extent with that of the Secretariat of Unesco and is in accord with the thinking of the whole international community, which Unesco does its best to heed in order to steer the course of its activities in the service of Member States. The confidence which you have shown in the Organization throughout the debates and your desire to collaborate more closely with it are for myself and the whole Secretariat a source of pride and a much-valued encouragement.

This twofold meeting - between your governments and between your governments and Unesco - is not a fortuitous occurrence. I consider it rather an outcome of the process of maturation in the course of which African countries, when analysing the problems which arise throughout the world in adapting education to its new tasks, have addressed themselves to the work of translating these tasks into terms which reflect the underlying reality of Africa.

Before meeting you in Lagos, we were aware of the number, variety and originality of the educational innovations and reforms which have come into being in Africa over the last few years. One fact which the Conference has made abundantly clear is that these innovations are part of an overall effort whereby, after an often radical rethinking of outmoded educational systems ill-adapted to their preoccupations, the countries of Africa want to start building on new foundations. These reforms are all designed to translate into educational terms the overall objectives assigned to education in African countries by the political, economic, social and cultural options adopted by your governments. With regard to education, I do not think it is an over-simplification of the purport of these reforms to say that they converge on three main objectives: democratization, cultural identity and development - objectives which, moreover, are closely bound up with each other. The search for cultural identity is an absolute necessity if education is to be made compatible with the aspirations and situation of African peoples, and it would therefore seem to be the precondition of true democratization. Furthermore, the return to the traditions of the peoples of Africa which this search entails should form an integral part of an effort to build up modern societies; taken as a whole, these traditions are the key to the principle of relevance which should be embodied in the new educational systems.

I think it remarkable, moreover, that these objectives which you have in common have evidently not been arbitrarily established by innovation-happy technocrats but correspond to a deliberate effort on your part to make contact with and reflect the soul of the peoples of Africa. It is, in my view, significant that several of the reforms which have already been started, and, indeed, some of the recommendations which you have adopted, refer specifically to the need to involve all social groups, and the masses themselves, in the overhaul of educational systems. It seems to me a decisive step forward that it is no longer merely a matter of abandoning an elitist view of educational systems, nor even of making education generally available, but rather of making it the driving force which impels a people forward towards its destiny, a destiny which it works out for itself and in which it endeavours to give substance to its own image.

If education is to meet the aspirations of the whole community, it must be available to all in forms which, with the available resources, will provide a means of satisfying a broad range of needs. In this respect, I think it significant that the Conference has once more shown itself basically in agreement on an essential policy option. You have made it plain that you do not wish to continue to deprive all those whom the education system cannot accept, or cannot keep as long as it should, of knowledge, skills and the elements essential to the formation of the personality. The Conference has found excellent terms to define the concept of basic education more clearly and to define unequivocally its place and significance in the educational structures at the interface between formal and non-formal education. Seen in these terms, basic education is not, indeed, a closed system but, at the same time as being an extension of literacy teaching, which may be considered as its starting point, develops in a series of educational activities which are linked both vertically and horizontally. You have, moreover, given an illustration of this approach by dwelling on the need for measures on behalf of children and young people who, having left school early, are not able either to continue their studies or to find productive employment. Basic education therefore seems to be one means of bridging the gulf between an education which has all too long been cut off from the community which is its natural setting and from the world of work. The concept of basic education as you have precisely expressed it, is therefore inseparable from the ideal of democratization and from the application of the right to education, the right to take one's place in the community which is the learner's natural environment and from the requirements of development.

The removal of barriers between school and university and the community has figured largely in your discussions, but it cannot be encompassed solely by the structural changes which many of your governments have already made. The search for relevance through a return to the living reality

of the African peoples as embodied in their cultural heritage, passed down through the ages, and in the exigencies of the present, lies at the very heart of these reforms. The first prerequisite for rooting the content of education in the cultural traditions of the continent is the use of the African languages for teaching. You have vindicated the very clear option taken in this regard in terms of political and cultural preoccupations as well as in terms of educational considerations. This option is in conformity with the lines of emphasis already present in Unesco's programme, which I intend to strengthen in the years to come. Relevance, however, cannot be achieved only by returning to the past: one of the greatest merits of this Conference will be that it has shown more clearly than ever before that relevance needs to be sought in a synthesis of traditional contributions and a resolve to achieve social, economic and technical development. The emphasis that you have placed on the introduction of productive work into curricula is significant in this regard. You have also stressed this by recalling that educational problems cannot be formulated outside this overall context, nor can they be formulated and resolved in individual countries without reference to the major problems facing the world and to the establishment of a new international order whereby Africa intends to participate fully in the world community of nations.

Allow me to repeat once again that this series of concerns and options clarifies in a remarkable way the concept of innovation as it is being applied in African countries. The scope of innovation conceived in these terms goes far beyond the limits of an educational improvement restricted to a single component of the system. I have noted in your discussions a constant linking of the notion of innovation with that of co-operation: since you are united by a fundamental agreement with regard to the aims of education, you have concluded that it is necessary to exchange experiences.

On the subject of co-operation, your discussions have clearly shown that, in your view, this is an issue which should be given a clearer concrete expression by means of intellectual exchanges at regional level. As a result of the similarity of situations and cultures and the convergence of aspirations, it is indeed possible to make a profitable comparison of experiences, reforms and innovations already accomplished, in order to learn from them and avoid wasteful experimentation where conclusions have already been reached. You have thus expressed a wish to strengthen co-operation in research on the sciences of education and in the exchange of information in this field, to increase the exchange of research workers, teachers and students, and, in a general way, to promote the full utilization of the potential of the African universities. Lastly, you have stressed the need to create educational industries to enable a number of neighbouring countries to produce books, materials and educational equipment on a co-operative basis.

You have manifested your desire to involve Unesco closely in all these activities. I note with satisfaction, in this connexion, that you have been strongly in favour of the idea of regional machinery in the field of innovation. I have observed the preference that some of you have expressed for strengthening existing national institutions and combining them into a network instead of creating a new institution or transforming some national institution into a regional one. I find this point of view quite reasonable, and I propose to submit to the General Conference when it meets in Nairobi, a proposal to form a regional network for innovations in Africa.

I have been encouraged by your various recommendations which aim at developing the activities and strengthening the rôle of the Unesco Regional Office for Education in Africa. These recommendations confirm my feeling that the work of the Regional Office, which has proved useful and effective, deserves to be extended, as does the work of the Regional Office for Science and Technology. I am also pleased that you have supported the idea of preparing a convention on the recognition and comparability of diplomas and studies in higher education, in accordance with the recommendation made by the meeting of experts in Accra. Such a convention will undoubtedly facilitate student mobility and co-operation between African universities which you wish to increase. Your desire to associate Unesco closely in the strengthening of regional co-operation is evidence of your intention to establish a continuity between regional and international co-operation.

Your observations, which stress the need for revision of the procedures and the very spirit of multilateral co-operation, are extremely valuable indicators for international organizations, and particularly for Unesco, and I have taken careful note of them. I regard as fully justified your anxiety to call less upon international experts and more upon African specialists, to give precise definition to the rôle of experts by integrating them fully into national teams to carry out the programmes of the institutions to which they have been assigned, within the framework of the execution of overall plans, and to provide training on the spot as far as possible. I have already taken certain steps myself to ensure that Unesco's co-operation with the Member States of Africa, as with those of other regions, is governed in its conception and in each of its forms by a scrupulous respect for national sovereignty and by a spirit of international public service which implies, on the part of those responsible for implementing it, understanding, a desire to take part in a common task, and humility. These are essential qualities for anyone who works in the international civil service but they are even more indispensable for those who should help to promote the endogenous development to which you aspire.

Lastly, you have recalled that international co-operation in proportion to your needs and mindful of realities should take account of the situation in the least favoured countries, make it possible to provide loans on the most favourable terms and even go so far as to revise the conditions of assistance and the procedures involved,

so that no strings are any longer attached. Thus you have expressed the hope that international co-operation will be inspired by the principles of a new world order which it should help to promote and which can only be built upon international solidarity.

Mr. President,
Ladies and Gentlemen,

I should like to conclude by referring to the possibility of creating a world that is more just and united by greater solidarity, in which Africa can fully develop itself and which it will enrich by contributing its own genius. Throughout your discussions there has been a dialectical movement tending towards a synthesis of the desire to be faithful to oneself and the desire to be receptive to the rest of the world. But is not the intuitive grasp of solidarity also an integral part of the African view of the universe? I see no contradiction therefore - far from it - between this affirmation of national identities to which you are attached and this hope for greater understanding and closer and more fraternal exchanges between all peoples. By steering the education of the youth of this continent on to this dual course, this Conference will have rendered a service to Africa and to the international community as a whole.

Appendix III

Address by H.E. Lieutenant-Colonel
Dr. Amadu A. Ali,
Federal Commissioner for Education
in Nigeria and President of the Conference

Mr. Director-General,
Your Excellencies,
Distinguished Delegates,
Ladies and Gentlemen,

As we approach the end of this Unesco Conference of African Ministers of Education, I would like to make a few closing remarks. Over the last nine days we have worked closely as a team in an effort to find solutions and draw up programmes for the advancement of education in Africa. The results of these efforts have been both satisfying and very encouraging; and have been clearly marked by the common determination of delegates, observers and officials alike to ensure that we, as a team, faced up to the challenge before us. Perhaps it is too early to judge these results and even more premature to assess their impact on the future of education on our continent. But, in all humility, I venture to say at this moment, that judging by the results of our deliberations, the resolutions, recommendations and programmes that have been adopted, and the various ideas that have been exchanged, the Lagos Conference of the African Ministers of Education will go down as a landmark in the history of Member States seeking solutions to common problems in spite of their varying backgrounds and circumstances. I do not intend to expatiate on the significant deliberations and decisions of our gathering. I would nevertheless like to mention the able and determined manner with which the Conference and its Commissions dealt with the questions of regional co-operation, self-reliance, and the relevance of our educational system to the African situation. The conclusions of the Conference on these and other matters, I believe, will for a long time be guiding principles in the educational planning and development of African countries.

I have so far spoken of what one may regard as the obvious physical achievements of the Conference. I am happy to observe that the achievements of this Conference could not have been attained without the brotherly relationship, the genuine co-operation with which we started and the camaraderie and esprit de corps, which permeated all our activities. In the last nine days, we have developed a unity of purpose which has very clearly been manifested in the maturity and candour of our interventions. It is my hope that the new friendships and relationships found and developed at this Conference will be fully exploited to the advantage of Africa, and in the interest of world peace and international harmony.

The spirit of this Conference has greatly strengthened the solid foundation of continental co-operation which is a sine qua non for the fulfilment of our educational, economic and cultural programmes. The momentum gathered here must be maintained, if we are to translate our resolutions and recommendations into action. Resolutions should be the precursors of action - action which must not be confined negatively to bemoaning our colonial legacy but action which is geared towards achieving the promise of the future through self-reliance and mutual support. The ravages of colonialism and imperialism are virtually over, we do not therefore need to belabour the ex-colonial masters and their collaborators for their past actions and the nonchalant attitude of some of them to our present predicament. Let Africa look more towards itself for its own salvation.

African countries should not be too sensitive about their incapacities. We should be able to acknowledge them without being diffident. We should plan boldly, realizing the constraints before us and the need to reduce or remove these constraints where possible. This is our attitude in Nigeria. This is reflected in our tackling of the Universal Primary Education Scheme. We are aware of the enormous difficulties before us, but we are not cowed by them. We are willing to accept that, however modest our achievements, we can take pride in the fact that they are the results of our own efforts. Rather than being ashamed of making efforts that fall short of our objectives, we should be proud to take initiatives ourselves, rather than waiting for non-Africans to do this for us. Independence should be interpreted as conferring on Africans the right to be the arbiters of their own fate.

This Conference has already placed on record its appreciation and gratitude to the Director-General of Unesco and his staff for the solid work they have been doing since the Nairobi Conference. Anyone who has been here for the past nine

days would acknowledge the rare industry and efficiency of our interpreters and the Unesco team who form the Secretariat of the Conference. If that is how they work in Paris and elsewhere it is not hard to see why they have been so successful under the able leadership of Mr. Amadou-Mahtar M'Bow. The Conference is very grateful to them for the effective support they have provided.

I am a little abashed at the compliments that have been paid to my country, Nigeria, for hosting this Conference. We are pleased to learn that our modest contribution has been thought worthy of appreciation and commendation. It is our pride to be of service to Africa and to the world community and we thank you all for coming. I should apologize, however, for the inconveniences you may have suffered during your stay here, inconveniences which may have been caused by the ever-present traffic congestion in our streets and the occasional breakdown in power and other supplies. These are constant reminders of our underdevelopment. It is, therefore, not altogether unfortunate that you, as the directors of educational development in Africa, should have seen some of them. We hope that with better and more meaningful education, we will reduce or totally remove these shortcomings. We are doing our best to solve these problems and we hope that when next you visit us you will be assured of a more comfortable stay. As you prepare to depart to your various countries, I wish you all a safe journey and I sincerely hope that we shall all be present in Nairobi for the Unesco General Conference. May God bless you all. Au revoir.

APPENDIX IV

LIST OF DOCUMENTS

I. Working documents

ED-76/MINEDAF/1	Provisional Agenda
ED-76/MINEDAF/1 Add.	Annotations concerning the Provisional Agenda
ED-76/MINEDAF/2	Provisional Rules of Procedure
ED-76/MINEDAF/3	Main working document (Plenary and Commission)

II. Information documents

ED-76/MINEDAF/INF. 1	General information
ED-76/MINEDAF/INF. 2	Suggestions for the organization of the work of the Conference
ED-76/MINEDAF/INF. 3	List of documents
ED-76/MINEDAF/INF. 4	List of Participants

III. Reference documents

ED-76/MINEDAF/REF/1	The growth of school enrolment in Africa: trends and projections to 1985
ED-76/MINEDAF/REF/2	Regional educational targets and achievements in Africa
ED-76/MINEDAF/REF/3	Report of exploratory missions to examine the proposal to establish a regional network concerning educational innovations in Africa
ED-76/MINEDAF/REF/4	Innovations in African education
ED-76/MINEDAF/REF/5	From Nairobi to Lagos
ED-76/MINEDAF/REF/6	Education in Africa since 1960: a statistical review
ED-76/MINEDAF/REF/7	Wastage rates in African schools
ED-76/MINEDAF/REF/8	Manpower development implications of the new international economic order
ED-76/MINEDAF/REF/9	Resolutions of recent conferences and meetings relevant to the Conference Agenda
ED-76/MINEDAF/REF/10	Final Report of the Meeting of Senior Officials of the Ministries of Education of the Twenty-Five Least Developed Countries

APPENDIX V/APPENDICE V

LIST OF PARTICIPANTS/*LISTE DES PARTICIPANTS*

A. CHIEF PARTICIPANTS/PARTICIPANTS PRINCIPAUX

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